

# Teachers' Class room Behavior and its impacts upon Learning Process

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**Abstract - What could be the impact of teacher's classroom behavior on the students learning process is the main theme of this study conducted in District Peshawar. The nature of the study was descriptive. It was to analyze the effect of independent variable i.e. Teacher Classroom Behavior on dependent variable i.e. learning process of student. Simple liner regression model was applied. The target population of the study was the teachers, teaching at higher secondary level. Keeping in consideration the time constraints, only 25 teachers of different subjects from Peshawar model degree college (Boys) Peshawar, were selected as sample of the study— English & Urdu=5; Physics, Chemistry & Maths =4; Islamiyat = 2; Biology =1. An observation-sheet was designed for the collection of data. The observation was conducted in the classrooms. Total observation-sheets were 25. Each observation-sheet was filled personally and collected the data. The overall model was found highly significant which clearly indicates that teacher behavior in classroom has direct effect on students' learning process. So, it is suggested that teachers must focus upon the academics in the classrooms. The study revealed that majority of teachers stressed on skill development of the students, spending considerable time on academic tasks.**

**Key words: Classroom; Students; Learning Process; Teachers Behavior**

## I. INTRODUCTION

Hazrat Muhammad (PBUH), the Prophet of Islam, the greatest Teacher, was an embodiment of character. Although illiterate himself, He recognized the importance of truth and knowledge in the life of human beings and laid great emphasize on the acquisition of knowledge. [1]

Education in its limited sense includes the influences deliberately planned, chosen and employed by the teacher for coming generation. The purpose is to modify the behavior of the child and to shape his personality into a more desirable form. A child learns because somebody teaches him; sometimes he learns because he has seen or heard new things and sometimes because he tries to do something by himself. A child learns different types of skills, habits and attitudes with the help of others. Teachers

take this responsibility of educating and become the ultimate builder of a nation. [1]

Now, the purpose of academic learning involves two parties--the teacher and the taught. A teacher's behavior and personality directly affect learners and learning process. A teacher's behavior in the classroom plays a pivotal role in the learning and it has a powerful effect on what he teaches. It is important for a teacher to consider what does his teaching affect the learners. [1]

Great philosopher Socrates also emphasized teacher's behavior to make presentation of truth to the learners. Today, a teacher, who is well trained, well versed in modern methodology, having grip over management and teaching techniques, directly affects learners and learning.

How a teacher teaches, may have as powerful effect, as what he teaches. Actions, a teacher takes as a teacher, directly affects what his students learn. For instance, effective teachers always stress skill development of the students in the classroom and spend considerable time on academic tasks in the classroom. An effective teacher is always confident and work efficiently with supervisors. A successful teacher always stresses academics in the classroom and demonstrates good classroom management. He is always optimistic about his students' abilities to learn. Effective teachers always set high standards before students for achievement [2; 3]

In addition, effective teachers are always warm, enthusiastic and businesslike. In the classroom, they provide variety of materials and engage students in different academic activities [2]. They teach with clarity [4] and always use probing questions to follow initial questions. In the classroom, teachers' non-verbal signs of approval or denial, their use of students' ideas and the amount of teachers' talk have little bearing on students' achievements.

Students' achievements and learning is also improved when teachers structure their contents well [3; 5], they provide opportunities to the students for review and discussion and give students corrective feedback [3].

When a teacher clarifies incorrect or partially incorrect responses of the students, it has a positive effect on learning [6; 7; 8]. When teachers monitor students' activities, minimize transitional periods and maximize task engagement, then students' outcomes tend to be successful [7; 9]. When teachers increase 'wait-time' (the amount of time they give students to respond), students' learning increases, particularly when it is combined with high-level questioning [11; 12].

Although it seems obvious that low-achieving students need more opportunities to learn, yet teachers frequently give less content and less instructional time to low-achieving students [13; 14]. This pattern contributes to low-achieving students' developing low self-esteem and negative attitude toward college. Teachers' non-verbal behavior, such as facial expression and eye contact, also sends messages to the students about their teachers' expectations of the students' performance.

Now, effective teachers always adopt clear and varied methods of presentation for effective learning. They provide corrective feedback and emphasize academic instruction. They engage students in academic activities for the most of classroom-time. They manage and organize their classroom as efficient learning environment. They implement rules and procedures in the classroom and apply smooth pace of instructions.

It seems, maintaining order is a major concern for new teachers. Managing students' behavior does not imply rigidity or authoritarianism. In fact, the most successful teachers involve their students in learning as a way to maintain order and promote learning. Those teachers who focus on task engagement rather than disciplinary methods [10; 11; 12]; they establish an orderly classroom in which students learn. It is evident, when students disrupt the classroom, attempts to manage their behavior through work-related activities are often more practical than disciplinary measures. Effective teachers focus on classroom organization techniques which are best for learning. Of course, when a student disrupts learning, teachers must focus on that individual student.

In the present scenario, teachers must consider the physical arrangement of classroom, the time allotted to various subject matter instructions, transition from one activity to another, rules for group and individual behavior and the types of activities that occur. In other words, classroom management consists of where, when, how, who and what. Teachers make many decisions that are promoting learning. One of the most important decisions, teachers make, is their choice of model of teaching.

The most important decision a teacher makes, is who controls the learning process, the students or the teacher. This decision depends largely on teacher's beliefs about how students learn. So, it is important for a teacher to begin examining his own viewpoints about learning. A teacher must reflect on his own learning and identify the ways in which he himself learns best. He must observe students' learning and asks himself, how they are acquiring the skill or knowledge. [9]

## II. THEORETICAL ARGUMENTS

### *Definition*

Behaviorism is a learning theory that only focuses on objectively observable behaviors and discounts any independent activities of the mind. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions.

### *Discussion*

Experiments by behaviorists identify conditioning as a universal learning process. There are two different types of conditioning, each yielding a different behavioral pattern:

Classic conditioning occurs when a natural reflex responds to a stimulus. We are biologically "wired" so that a certain stimulus will produce a specific response. One of the more common examples of classical conditioning in the educational environment is in situations where students exhibit irrational fears and anxieties like fear of failure, fear of public speaking and general school phobia.

Behavioral or operant conditioning occurs when a response to a stimulus is reinforced. Basically, operant conditioning is a simple feedback system: If a reward or reinforcement follows the response to a stimulus, then the response becomes more probable in the future. For example, leading behaviorist B.F. Skinner used reinforcement techniques to teach pigeons to dance and bowl a ball in a mini-alley.

### *How Behaviorism Impacts Learning*

This theory is relatively simple to understand because it relies only on observable behavior and describes several universal laws of behavior. Its positive and negative reinforcement techniques can be very effective— such as in treatments for human disorders including autism, anxiety disorders and antisocial behavior. Behaviorism is often used by teachers who reward or punish student behaviors [15].

### *Statement of the problem*

Education plays an important role in shaping the personality of individuals, an essential component for the development of any nation. Moreover, the processes of education consist deliberately planned, chosen and employed by the teacher for coming generation. Different empirical study affirmed that true purpose of education is to modify the behavior of the child and to shape his personality into a more desirable form. However, this a two way learning process where a child learn from teacher during teaching as well as through seen or heard new things and sometimes because he tries to do something by himself. So the teacher's behavior and personality directly affect learners and plays a pivotal role learning process as disclosed by Great philosopher Socrates who emphasized teacher's behavior to make presentation of truth to the learners. Therefore, the present study is designed to find out the impact of teacher class room behavior on student learning process. This study will be processed with following objectives:

- To observe a teacher's specific classroom behavior

- To analyze effects of teacher's behavior on students' learning
- To observe effects of teacher's behavior on Students' achievements in the classroom

Along with a teacher's character and personality, it is behavior which leads students to be involved and take interest in learning and learning activities. It is classroom behavior of a teacher which involves the learners directly. This study is helpful for the awareness of teachers and the concerned authorities to make further training programs for the teachers not only to be trained rather improved for successful learning as it is said that there is always some room for improvement.

#### Hypothesis

- Teacher class room behaviors have impact on student learning process.
- Teacher class room behavior have no impact on student learning process

#### Methodology

The study aimed to explore the teachers' classroom behavior which has great impact on learning so; the nature of the study was descriptive. Sample size 25 teachers of different subjects from Peshawar model degree college (Boys) Peshawar, were selected as the sample of the study—5 teachers each in the subjects of English and Urdu, 4 teachers each in the subjects of Physics, Chemistry and Maths, 2 teachers each in the subject of Islamiyat and 1 teacher in the subject of Biology. Moreover, an observation-sheet was designed and constant study of the

topic to make concept and discussion through the consultation of the supervisor. Participatory observation methods were used as tool for tool for data collection where Observation-sheet was designed consisting of 27 items. Collect Data was arranged, analyzed and interpreted. Moreover, a simple liner regression model was applied to measure the dependence of one variable (dependent variable) upon other variable(s) (independent variable(s)). The model for this application is;

$$\text{Regression Equation (y)} = a + bx$$

$$\text{Slope (b)} = (\text{N}\Sigma XY - (\Sigma X)(\Sigma Y)) / (\text{N}\Sigma X^2 - (\Sigma X)^2)$$

$$\text{Intercept (a)} = (\Sigma Y - b(\Sigma X)) / N$$

Where,

x and y are the variables.

b = The slope of the regression line

a = The intercept point of the regression line and the y axis.

N = Number of values or elements

X = First Score

Y = Second Score

$\Sigma XY$  = Sum of the product of first and Second Scores

$\Sigma X$  = Sum of First Scores

$\Sigma Y$  = Sum of Second Scores (16).

### III. COMPREHENSIVE TABLE SHEET

S.#	Statement	V.Low	Low	Medium	High	Excellent
1	Stress on Skill Development of the students	4%	20%	20%	52%	4%
2	Considerable Time on academic Task	12%	16%	20%	52%	-
3	Teach Confidently	-	4%	28%	32%	36%
4	Stress Academics in the class-room	16%	24%	40%	20%	-
5	Managing Class-room successfully	12%	32%	28%	24%	4%
6	Art of Class-room Management	16%	44%	12%	20%	8%
7	Judgment of Students' abilities	20%	36%	24%	20%	-
8	Having Expectations from Students	20%	44%	20%	16%	-
9	Feeling Warm and Enthusiastic	4%	24%	28%	28%	16%
10	Providing Variety of Materials	24%	28%	32%	8%	8%
11	Arrangement of Academic Activities in the Class-room	60%	16%	4%	16%	4%
12	Clarity of Ideas	-	20%	48%	32%	-
13	Probing Questions to follow the Initial Questions	12%	36%	36%	12%	4%
14	Non-verbal Signs of Approval or Denial	12%	44%	24%	20%	-
15	Utilizing students' Ideas	40%	28%	12%	20%	-
16	Talk on Students' Achievements	64%	8%	8%	20%	-

17	Structuring of Contents	8%	32%	28%	28%	4%
18	Giving Students Time for Review and Discussion	40%	20%	32%	8%	-
19	Corrective Feedback	24%	24%	20%	24%	8%
20	Clarification of Incorrect or Partially incorrect Responses	16%	32%	16%	28%	8%
21	Monitoring of Students' Activities	28%	44%	8%	16%	4%
22	Minimizing Transitional Periods	4%	52%	32%	12%	-
23	Engage in Maximum Tasks	48%	20%	16%	12%	4%
24	'Wait-time' for expecting Responses	12%	36%	48%	4%	-
25	Clear Methods of Presentation	-	20%	36%	36%	8%
26	Implementation of Rules and Regulations	8%	36%	28%	24%	4%
27	Smooth Pace of Instructions	4%	28%	32%	32%	4%

The comprehensive table sheet shows that 52% teachers stressed skill development of the students and spent considerable time on academic task in the classroom. It shows that there were 36% teachers who showed excellent confidence in teaching while there were only 40% teachers who stressed on academics in the classroom. 32% teachers managed their classrooms successfully and only 44% teachers knew the art of classroom management. It is revealed that just 36% teachers made judgment of students' abilities and 44% teachers had expectations from their students. It shows that 28% teachers were warm and enthusiastic and only 32% teachers provided variety of materials in the classrooms. The comprehensive table-sheet indicates that 60% of teachers made very low arrangement of academic activities in the classroom. 48% teachers made clarity of ideas and 36% teachers probed questions to follow the initial questions. Only 44% teachers showed non-verbal signs of approval or denial. It shows that 40% teachers' utilized students' ideas very low and 64% teachers made very low talk on students' achievements. It indicates that just 32% teachers structured their contents properly. 40% teachers gave very less time to the students for review and discussion. It shows that only 24% teachers made corrective feedback and just 32% teachers made clarification of incorrect or partially incorrect responses of students. 44% teachers made low monitoring of students; activities and 52% teachers tried to minimize transitional periods. 48% teachers engaged the students in very low tasks. The comprehensive table-sheet indicates that 48% teachers provided reasonable 'wait-time' to expect students' responses. 36% teachers had good method of presentation. Only 36% teachers implemented rules and regulations in their classrooms while 32% teachers had high and smooth pace of instructions.

#### Discussion

The result indicated that majority of teachers stressed on skill development of the students and maximum

teachers spent a considerable time on students' academic task. All the teachers taught confidently and had a clear method of presentation. Many teachers had a smooth pace of instructions and implemented rules and regulations warmly and enthusiastically. They made clarity of ideas. All these results were in consistent with the results shown in the research done by Stallings (1991), Rosenshine (1983), Smith (1985), and Miller & Elseworth (1985) {2}. Majority of teachers did not stress academics in the classroom and failed to manage their classroom successfully, having no expectations from their students. So, these results were not in support of the results as shown by Stallings (1991) {2}. Majority of teachers had no art of classroom management and failed to provide variety of materials in the classroom. They did not make arrangement of academic activities in the classrooms. So, these results did not match to the results of Rosenshine (1983). It is revealed that majority of teachers did not make judgment of students' abilities, so this result was not in consistent with the result of the research done by Miller & Elseworth (1985) {2}. Similarly, majority of teachers did not probe questions to follow the initial questions and showed very less non-verbal signs of approval or denial. Maximum teachers failed to utilize students' ideas in the classroom and did not talk on students' achievements. Many teachers failed to structure their contents properly. So, these results were not in consistent with the results of research done by Smith (1985) {3}. It was revealed that majority of teachers did not give students sufficient time for review and discussion and did not give corrective feedback. So, these results were not in consistent with the results of research shown by Wright and Nuthall (1971) {4}. Maximum teachers did not make clarification of incorrect or partially incorrect responses of students and did not monitor students' activities. So, these results were not in consistent with the results as shown by Coker, Medley and Soar (1980) and Brophy (1983) {6}. Many teachers failed to minimize transitional period and did not engage the students in the maximum tasks, so these results were not in consistent with results as shown by Brophy

and Crawford (1983) {6}. Maximum teachers did not observe a reasonable ‘wait-time’ for expecting students’ responses. So, this result was not in consistent with the result as shown by Tobin and Capie (1982) {7}.

Moreover, the researcher came across few problems while conducting observation for the research study. The management of the concerned college was not agreed to conduct observation within the premises as this observation was confined to Peshawar Model Degree College (Boys) Peshawar. However, after briefing, the management agreed that it was helpful for teachers as well

as students for improvement in future. First, the teachers were not willing being examined and observed lest their weak points to be exposed. Yet, teacher concerned were made convinced that observations and studies were made for improvement of instructional process and not for job performance. The researcher developed his observation sheet which was not an easy task. The researcher developed observation- sheet on the basis of his experience and studies but above all with the supervisor, guidance arouse the interest and aptitude of the researcher’s.

#### IV. SIMPLE LINEAR REGRESSION MODEL

Independent variable	ANOVA	Un-standardized Coefficients		Standardized Coefficients	t	Sig.		
		Sig.	bi	Std. Error			Bi	
Teacher class room Behavior	R Square	0.946	0.000 <sup>b</sup>	0.875	0.027	0.973	0.002	0.000

#### Discussion

Value of R Square in above Table indicates that 94.6% variation in dependent variable (learning process of student) was explained by independent variable (Teacher class room behavior), it is clear from the analysis that only 6% of variations are by dent of extraneous variable it might be due to classroom management, environment outside classroom situation and geographical condition. Moreover the overall model was found highly significant with ANOV  $P < 0.05$  which shows that teacher class room behavior have impact on learning process. Furthermore, Highly significant value of regression coefficient  $b = 0.875$  with  $p = 0.000$  for the variable ‘Teacher class room behavior’ indicated that teacher class room behavior caused 0.875 point increase in learning process. The findings are closely in line to Students’ achievements. Learning is improved when teachers structure their contents well along with provision of opportunities to the students for review and discussion. Likewise, when a teacher clarifies incorrect or partially incorrect responses, it has a positive effect on learning. Similarly, teachers monitoring students’ activities minimize transitional periods and maximize task engagement resulting students’ outcomes tend to be successful. The increase in wait time is directly proportional to the (the amount of time they give students to respond), increases in students’ learning, particularly, when it is combined with high-level questioning [11; 12].

#### V. CONCLUSIONS

In the light of above results, the following conclusions have been drawn:

The study revealed that majority of teachers stressed on skill development of the students, spending considerable time on academic tasks, taught confidently, and having warm feelings, clearly presented ideas with clear

methodology of smooth pace of instructions. However, majority of teachers stressed academics ineffectively in the classroom, could not manage classroom properly, having meager art of management, made poor judgment of students’ abilities, employed less variety of materials, lacked arrangement of classroom activities, having less expectations from students, weak probing of questions to follow initial questions, lacking non-verbal signs of approval, did not utilize students ideas purposefully and observed silence on students’ achievements. Moreover, the overall model was found highly significant with ANOV  $P < 0.05$  which shows that teacher class room behavior have impact on learning process. Furthermore, Highly significant value of regression coefficient  $b = 0.875$  with  $p = 0.000$  for the variable ‘Teacher class room behavior’ indicated that teacher class room behavior caused 0.875 point increase in learning process

#### VI. RECOMMENDATIONS

In the light of above consolidated table, conclusions and discussion, the following recommendations were made:

1. The study result showed that teachers did not focus upon academics in the classrooms. So, the teachers must focus upon the academics in the classrooms.
2. The study result had revealed that majority of teachers lacked classroom management. So, it is recommended that college Management must arrange training programs for classroom management.
3. It is evident from study result that teachers had no expectations from students and did not judge students’ abilities. It is suggested that teachers should have expectations from students and judge their abilities in the classroom.

4. The study result showed that teachers did not arrange activities and provide variety of materials in the classrooms. So, it is recommended that teachers must arrange activities and provide variety of materials in the classrooms.
5. The result showed that majority of teachers did not probe questions and had no non-verbal signs of approval or denial to students' response. So, it is suggested that teachers should probe questions to follow initial questions and show non-verbal signs of approval or denial in the classroom.
6. The study result showed that teachers did not make talk on students' achievements and ignored students' ideas. So the teachers must talk on students' achievements and properly utilize students' ideas in the classroom.
7. The result showed that teachers did not provide feedback and correction of incorrect responses. It is suggested that teachers must provide feedback and make correction of incorrect or partially incorrect responses of students.
8. The study result revealed that majority of teachers did not provide sufficient 'wait-time' for responses, review and discussion. It is recommended that teachers must provide sufficient and reasonable 'wait-time' for responses, review and discussion to the students in the classroom.
9. The result showed that teachers did not engage students in tasks and did not monitor their activities. It is recommended that teachers must engage students in maximum tasks and monitor their activities properly.

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