

# The Impact of Teacher's Psychology on the Student's Performance

<sup>1</sup>Saqib Khan, <sup>2</sup>Irfanullah Khan, <sup>1</sup>Farhatullah Khan\_PhD, Raqibaz Khan, <sup>1</sup>Tufail Nawaz, <sup>3</sup>Naseem Bakht Yar, <sup>1</sup>Hamid Rauf\_PhD

<sup>1</sup>Department of Business Administration, Gomal University, Dera Ismail Khan, Pakistan

<sup>2</sup>Department of Public Administration, Gomal University, Dera Ismail Khan, Pakistan

<sup>3</sup>Bachelors of Business Administration, FAST School of Business, Islamabad, Pakistan

## Abstract

The subject of psychology is concerned with the human behavior regarding his/her mindset. It is the study through words and actions of an individual which is the manifestation of his/her mental format. The current study is an endeavor to explore the relationship between literate and illiterate teaching practices of the classroom teachers. It is also crucial to explore the literate and illiterate teaching experiences on the students' performance and their achievements. The teacher's psychological experiences are the critical success factors for any institution including the schools, colleges and the higher educational institutions (HEIs). There is an acute need to elaborate some exclusive dimensions and issues of teaching staff in the educational institutions. The main emphasis of this study is to make the most appropriate and substantial contribution to help studying the significance of teacher's psychology and its impact on the student performance.

## 1. INTRODUCTION

The subject of psychology is concerned with the human behavior regarding his/her mindset. It is the study through words and actions of an individual which is the manifestation of his/her mental format. The present work is an attempt to analyze the literate and illiterate teachers those who know the psychology of their students and those who do not. It is mandatory for all the teachers that he/she should have a comprehensive knowledge about the mental level of their students. Otherwise, it will be a herculean job for the concerned teacher to accomplish the assigned tasks. The diversity of thinking among the students regarding their social and economic background makes a fine spectrum of different colors (Brophy, 1999). The academic background of the students also differs according to their demography. In this regard, every student sitting in the classroom may not have sufficient knowledge of the subject being thought. Psychology as a subject is not included in the school curricula and there are very few teachers those who are available. Therefore, the teacher must have a sufficient experience about the knowledge already possessed by the students so that he/she can better profess his/her knowledge successfully (Mathews, 2006).

The term psychological literacy has often been used in place of emotional intelligence. Yet, there are some very prominent differences between the two. The psychological literacy was perceived as part of a project advocating humanistic education in the early 1970s. "The psychological literacy is made up of the ability to understand your emotions, the ability to listen to others and empathize with their emotions and the ability to express emotions productively". To be psychological literate is to be able to handle emotions in a way that improves the personal power and improves the quality of life around. "The psychological literacy improves relationships, creates loving possibilities between people, makes co-operative work possible and facilitates the feeling of community" (Weare, 2003). "The emotional literacy can be divided into 5 parts: knowing your feelings; having a sense of empathy; learning to manage our emotions; repairing emotional damage; putting it all together: emotional interactivity".

Steiner, a psychiatric says that psychological literacy is to understand the feelings of oneself and the others to promote the mutual relationship. This phenomenon will enhance the process of dialogues, self-control and will help removing the social restrictions between the teachers and the taught. "The ability to be aware and read other people's feelings enables one to interact with them effectively so that powerful emotional situations can be handled in a skillful way" (Mathews, 2006). Steiner calls this "emotional interactivity". Steiner's model of emotional literacy is therefore primarily about dealing constructively with the emotional difficulties we experience to build a sound future. "He believes that personal power can be increased and relationships transformed. The emphasis is on the individual and as such encourages one to look inward rather than to the social setting in which an individual operates" (DfCSF, 2007).

## 2. PSYCHOLOGICAL INTELLIGENCE/LITERACY IN EDUCATION

It is a matter of great insight that the educational psychologists bring distinctive approaches to understand the teaching of literate and illiterate. "These approaches focus on understanding the learner's psychological processes and knowledge bases involved in comprehension and understanding". In the 21st century, the concept of literacy will evolve to include the thinking skills involved in comprehension and in problem solving on the job

(Stringfield & Datnow, 1998). “The distinctive approaches of educational psychologists to the study and teaching of these higher order literacy skills will enable these psychologists to increase their important and contributions to the understanding and teaching of literacy and comprehension. Students learn what they are taught” (Driessen & Mulder, 1999). If a student fails to acquire the skills of reading, then one ought first to examine the program of reading instruction to enhance their psychological mindset.

The courses to promote emotional development among the students are come under criticism in which the control over the students is highly negated and declared as inhuman. In this regard, it is said that knowing about the student psychology is akin with harnessing their abilities and vision. “The critiques of these courses include that: the emotional intelligence/literacy courses can lead to more control over pupils with them being more defined in their behavior”. The assessment of emotional intelligence/literacy can lead to pupils being labeled as inadequate. The emotional intelligence courses can locate problems in the individual that are also a function of how society is organized (Weare, 2003). “When courses are taught it is often assumed that pupils are emotionally ready to deal with what is on the curriculum, whereas they may not be. The whole agenda of teaching emotional development can lead to pupils being seen as deficit in emotional control and so can depress their potential to have faith in future goals”. The emotional intelligence courses have moral and ethical aspects that are not made explicit. The psychological development between the genders has been the focus of research with a small reference to 'race'. But these are limited in strategies and do not tackle fully the critiques (Ecclestone & Hayes, 2008).

### **2.1 Educational Opportunity: From Access to Quality**

The governments have framed the educational policies not only to boost the academic standards alone rather re-formatting the psychological approach of the students as well. “The federal government supported significant funding of initiatives to improve the educational conditions of schools serving the poorest children through the Elementary and Secondary Education Act”. On another continent, the Netherlands contemplated transferring resources to schools serving working-class children through the Social Priority Policy in 1974 and the Educational Priority Policy in the 1980s (Driessen & Mulder, 1999). “The Disadvantaged Schools Program in Australia, launched in 1975, promoted better links between schools and neighboring communities and focused on the development of basic literacy and numeracy skills”. Belgium’s Educational Priority Policy, launched in 1991, provided extra resources and support to targeted ethnic minority groups in elementary and middle school. In Britain, Prime Minister Tony Blair supported similar initiatives ‘the Educational Priority Areas’ beginning in 1998. In 1993, the Mexican government initiated a bold education reform that included, among other goals, supporting the learning chances of poor children by enhancing their psychosomatic conditions (Burkam & Smerdon, 1997).

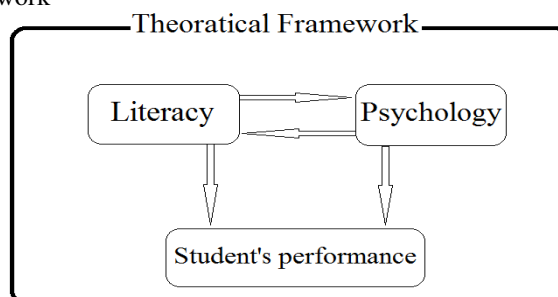
### **2.2 Education Quality Matters**

On the part of the government, the slogan, ‘Education for All’ has become an issue which is widely debated due to many obvious reasons. Hanushek (1995) suggested that “education quality is central in expanding the life chances of individuals and those efforts to expand access, therefore, should be attentive to the quality of the education provided”. He explains how differences in earnings associated with different levels of educational attainment cannot be simply attributed to the gap in years of educational attainment, as the students who have attained the higher levels of education are also those who performed at the higher academic levels at the lower levels those performing at very low levels are not able to advance to higher levels (Kremer, 1995). In a response to Burkam & Smerdon (1997) rebuts, “We have insufficient evidence to conclude that quality should be a higher priority than ensuring that schools are available for more children”. The debate is, indeed, ongoing. More recent efforts by development organizations to include quality as a priority are deficient in that the conceptualization of quality is poor, often equated with teacher credentials or student performance on achievement tests (Stringfield & Datnow, 1998).

### **2.3 Literacy Acquisition: The Role of Families and Teachers**

The institution of the school can play a very important role in streamlining the relationship between their students and parents. In the first instance, it is pertinent to state that most of the formative time of a child is spent with his/her parents. “Once they are in school, families play a fundamental role in shaping their school experience” (Chall, 1996). “What families expect of schools, how they understand the role schools can play in helping children develop, what they believe about the institutional objectives of the school are all important factors that mediate the effects of schooling on children”. For example, families decide whether to send their children to school at all, at what age to do it, how regularly to allow children to attend school and how much time to devote to school endeavors at home and how to support the demands schools place on children at home. “In sum, families make decisions about how or whether to use their resources, their time, their social relationships, and their money for the purpose of schooling children”. These decisions are to a great extent influenced by the resources that families have and by their own school experiences by formatting the overall psychological and emotional balances (Driessen & Mulder, 1999).

Figure 1.1 Theoretical Framework



### 3. DISCUSSIONS

The main concern of the developing countries should go much farther than the current emphasis on access and completion of a basic education. Instead, the main focus should be that how teachers can help students develop capabilities that help expand their options in life. “These options refer to pathways to achieve personal goals, thus enhancing personal freedom. They include pathways to maintain health, to secure shelter, to obtain resources and use them effectively, to care for dependents, and to devote one’s energies to activities consistent with personal goals and values” (Brophy, 1983). These capabilities increase the chances of employment or of well-remunerated employment and expand options in life because work and remuneration contribute to obtaining food, shelter, health, and care for others. “Enhanced capabilities also provide more choice regarding what kind of work to pursue, thus increasing the odds of making choices consistent with personal goals and values”. Similarly, capabilities that enhance political efficacy have similar consequences in expanding personal options. More options translate into more freedom to make choices according to personal goals and values (Hanushek, 1995).

The foundations of psychological literacy require analysis of student’s perception about the formal use of language and the individualities of the psychology. The materials presently available for training teachers and providing them support in reading instruction give little or no attention to these psychological foundations (Burkam & Smerdon, 1997). Such materials are likely to misdirect the teacher, giving him or her little guidance for presenting an effective program of instruction in reading. “Progress in dealing with specific learning disabilities will be hampered until these fundamental problems are resolved”. The reluctance of psychology, psychotherapy and transactional analysis to deal with emotions is outlined. The importance of emotional literacy in well-being is delineated and a series of basic transactional exercises for its development are offered (Baek & Choi, 2002).

When the already experience parents and guardian admit their children, their past experience helps them in taking decisions about their child’s future. They are well abreast of the school culture and all the academic pursuits they have observed during the course of time (Wenglinsky, 2002). “Some of these decisions are made long before children begin school. For example, it is known that in order to develop language and literacy skills, it is helpful to engage children in conversation early on and to read to them” (Weare, 2003). “Some children in fact arrive in school already reading”. But not all families understand the importance of providing children with these experiences, and some lack the skills and resources to provide them; children thus arrive at school with very different levels of preparedness (Mathews, 2006). “They continue their schooling careers with different levels of support at home”. To sum up, differences at home resulting from the different ways families support the development of pre-literacy and literacy skills place children at different levels of preparedness to learn to read (Ecclestone & Hayes, 2008).

### 4. CONCLUSIONS

To examine the relationship between teaching quality and literacy skills, the student achievement is analyzed in an elaborative curriculum-based psychological test for a high school representative sample. It looks at the relationships among literacy outcomes, parental literacy and teaching quality, for both students whose parents are literate and those who are the first in their families to read. This choice of focus is intentional. The institutional dynamics of schools are best examined when they set out to do that which only they can do. For example, schools are uniquely positioned to develop literacy in societies where large segments of the population are not literate. The ambition to make all people literate is a relatively recent social objective. As a result, in a developing society, it is possible to find many children who are the first in their family to be schooled. In contrast to these findings documenting the limited impact of teaching, recent research provides evidence that classroom conditions and teaching do matter. Conclusively, the importance of the said subject should be reckoned with great vitality as it is very significant for the sustained academic development.

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