

# Teachers Behavior and Students Classroom Participation: A Correlational Study

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## Abstract

The study was conducted to explore the relationship between teacher behavior and learner participation in classroom discussions. Teacher can entice the learners to participate in the classroom debate and this thing develop closeness between student and teacher. Teacher's good behavior forces the students to participate in class discussion actively. Quantitative approach was used to conduct the study. The study was descriptive and survey type in nature. Data were collected from two hundred participants by using questionnaire. Data were analyzed through descriptive and inferential statistical techniques. Results of the study showed that teachers behavior and classroom participation of students have positive correlation with each other. Positive relationship of teacher with his students bring a positive change and develop healthy environment in educational institutions.

**Keywords:** Teacher behavior, students, classroom participation

## 1. Introduction

Education empowers people to make the progress to new social requests by giving self-understanding and better information of the decisions accessible and a basic valuation for the idea of progress itself. In this manner, instruction at all the stages turns into a sort of future safeguard. Teachers frame positive bonds with students, classrooms end up steady spaces in which they can participate in academically and socially profitable ways. Positive connection between learner and teacher is named having the nearness of closeness, warmth, and positivity (Hamre & Pianta, 2001).

Now a days, teachers are facing many challenges and important one is that to point out the problems which students face during learning. It is essential to prepare imminent teachers with the goal that they will maintain discipline in classrooms and apply their expertise to enhance the students learning. Teachers play a vital role in the learning of students. Their behaviors influence the learning of learners. Students share their ideas in front of teachers who provide this opportunity in the classroom (Abdullah, Bakar, & Mahbob, 2012).

In school, all the learning activities occur in the classroom. Classroom is a worked in condition where formal learning process happens. It is an imperative setting where the learners and educator come into contact to share ideas in their journey for learning. For the teacher, classroom time is a brilliant chance to meet up close and personal with the students, conveying the showing material successfully with the expect to guarantee that learners are realizing what is being instructed. Then again, the students are relied upon to be nearness on time and take part effectively to assimilate, look for and apply the aptitude and information partook in the classroom or other learning exercises. These supplementing commitment among instructors and learners do produce helpful classroom condition. A favorable classroom condition included two-path communication among students and teachers. This kind of classroom condition will animate learning and makes both the educator and learners feel fulfilled, which in the end prompts powerful learning process. As indicated by Wade (1994) most students can get the advantages, for example, the satisfaction in offering thoughts to other people and take in more on the off chance that they are dynamic to contribute in class discourse. Powerful learning process happened when the two teachers and learners communicate and effectively partake in the learning exercises. In any case, as we regularly get notification from the scholastic world, students still do not effectively partake or wind up uninvolved in the classroom regardless of consolations and utilization of different showing techniques by the educators to invigorate dynamic cooperation from the students.

Secondary education is considered an important pillar of education system. At that phase students. Formal education is helpful in the development of physical, mental, passionate, scholarly, and social advancement. It is the integral part to develop effectiveness and efficiency among students regarding learning (Baker, Grant, & Morlock, 2008). Positive and healthy association between learner and teacher empower students to feel protected and secure in their learning surroundings to participate in classrooms debate and give framework to critical social and scholarly abilities. Students learning and academic achievements are enhanced when teachers provide freedom to participate in discussion and their learning condition can emphatically affect their social relations in

society. The results of study conducted by the cited authors showed that there is connection between teacher behavior and participation by the learners in classroom (O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstrong, & Essex, 2005).

Teacher ought to know about the necessities of profession. They are role model of society and children because they know good and evil and they are considered the pillars of nation progress. They are also change agents and specialists of improvement and they may accept their role and pay attention on performing their role positively. Educator is a creator, an originator of educational programs, improve the learning setting.

At the point when teachers shape positive relations with learners, the environment of classrooms is changed and it shows healthy environment for students learning. Due to positive environment learners can take part in scholastically and socially beneficial ways. Positive association between learners and teachers promotes closeness, warmth, and energy in learning environment. Learners who have positive associations with their educators utilize them as a safe base from which they can investigate the classroom and school setting both scholastically and socially, to go up against scholarly difficulties and work on social-enthusiastic advancement. This incorporates associations with companions, and creating confidence and self-idea. Students learn ethics and social life and additionally scholastic desires and how to accomplish these desires through this protected and sacred relationship (Hamre & Pianta, 2001).

Teachers' attitude and behavior affect the student teacher attachment. And this attachment is certain of student participation in the classroom discussion. Closed relation of learners with teachers develop positive environment and enhance quality and efficiency in learning and academic achievement of students. Expressions of loving and caring behavior nurture the strong connection between learners and teachers. And instructing of social and enthusiastic aptitudes and conduct direction cultivates social improvement by providing learners with chances to discuss upsetting sentiments and circumstances in a supportive environment (Christopher & Kimber, 2005).

## 2. Objective of the study

The study was conducted to examine the relationship between teacher behavior and students' classroom participation.

## 3. Research Methodology

Quantitative approach was used to conduct this study. A descriptive survey was used to collect data. The study was correlational and survey type in nature. Secondary schools students of Lahore city was the population of current study. The sample of the study was two hundred students selected by using simple random sampling technique. A self-developed questionnaire was used to collect data from the respondents.

The data were collected from the secondary level students of different schools of Lahore. The questionnaire was personally distributed to the respondents selected for data collection by the researchers. Descriptive and inferential statistics were used to analyze the data. Frequencies, percentages, and Pearson-r were used to analyze the data.

## 4. Data Analysis

A detail description of data analysis is as under.

Table 1

*Statistics File of Respondents on the basis of Gender and Class*

		Frequency	Percent
Gender	Male	106	53.0
	Female	94	47.0
	Total	200	100.0
Class	class 8	42	21.0
	class 9	82	41.0
	class10	76	38.0
	Total	200	100.0

Above table shows that 53% male student and 47% female students were respondents. Table also indicates that 21% students from class 8<sup>th</sup>, 41% students from class 9<sup>th</sup> and 38% respondents from class 10<sup>th</sup>.

Table 2  
*Correlation between Teachers Behavior and Classroom Participation of Students in Class Discussion*

Variables		Teachers Behavior	Student Classroom Participation
Teachers behavior	Pearson Correlation	1	.480**
	Sig. (2-tailed)		.000
	N	200	200
Student Classroom Participation	Pearson Correlation	.480**	1
	Sig. (2-tailed)	.000	
	N	200	200

Above table displays the relationship of teachers' behavior and classroom participation of secondary school student. There was moderate positive connection between teachers behavior and students classroom participation at secondary level,  $r = .480^{**}$ ,  $n = 200$ ,  $p = .000$ . It means if teachers show their positive behavior then students participate in the classroom more.

### 5. Discussion

The objective of the study to examine the association between teachers behavior and students classroom participation. The findings revealed that variables have positive relationship. If teachers show positive and polite behavior in classroom then students participation level is high and if teachers behave rude with students then their participation level in class discussion is decreased. Their confidence level is also affected by the teachers' behavior. The results of the current study are in line with the study of Christopher and Kimber which was conducted in (2005). According to them teachers' attitude and behavior affect the student teacher attachment. And this attachment is certain of student participation in the classroom discussion. Closed relation of learners with teachers develop positive environment and enhance quality and efficiency in learning and academic achievement of students.

### 6. Conclusion

The study was conducted to explore the relationship between teacher behavior and students' participation in the classrooms discussions at secondary level. The results of the study proved that there is positive association between teachers behavior and students involvement in class discussion. It means students participation in classroom activities depends upon behavior of class instructor. If he/she behave well and provide opportunities to students to speak then their involvement in class discussion is increased. Thus, it is concluded that teacher is vital source to enhance the learners' participation in the classroom activities and to improve their learning. Teacher behavior affects the students learning in both way positively and negatively. Students learning depends on classroom environment. Teacher is responsible to develop positive and healthy atmosphere in the classroom. Class environment is basic crucial aspect to enhance the students learning and their academic achievements. This debate is concluded with the remarks that teachers may concentrate on their attitude and behavior because if they behave positively then students participate in class discussion, their confidence level and academic achievements are increased.

### 7. Recommendations

Following recommendations were made:

1. In order to improve the student teacher relationship and students classroom participation level the teacher may review his or her behavior and modify it according to the demands of the classroom situation.
2. Apart from teachers self enhancement strategies the school may play its pivotal role in building student teacher relationship by conducting specific short courses, trainings, and workshops focusing on the improvement of teachers classroom behavior in order to increase classroom participation level of students at secondary level.
3. Furthermore, introduction of reinforcements and token of acknowledgments for teacher displaying positive behavior towards students can be a significant contributor in making the teacher student relationship conducive for learning.
4. There is need to develop friendly environment in the classroom so that students take part in discussions maximum. And students' confidence is developed by this kind of environment.
5. Intolerance, strict, moody and aggressive attitude, non-punctuality, lack of will power, lack of confidence, anger, confusion and lack of communications are causes which affect students classroom participation. It is therefore, recommended that teacher's behavior be changed in such a way that the causes which affect the classroom participation can be overcome. These causes can be improved by introducing the subjects (Ethics and Behaviorism) in teacher's training.

6. The training may be based on psychological guidance for which can improve the teacher's behavior. Before recruitment the teacher may go through a rigorous behavior measurement process, resultantly teacher can create positive behavior towards students, which is better for students and their classroom participation.

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