

# Impact of English Teachers' Behavior on English Proficiency Skills of ESL Learners at Secondary Level

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Received: August 10, 2018 Accepted: November 27, 2018 Online Published: December 29, 2018

doi:10.5539/ijel.v9n1p277

URL: <https://doi.org/10.5539/ijel.v9n1p277>

## Abstract

The main aim of this study is to investigate the impact of teachers' behavior on English proficiency of ESL learners at secondary level. Teacher's behavior directly or indirectly influences students' performance positively or the otherwise. This study was descriptive in nature and survey based design was adopted to pursue operational phase. Respondents were selected from accessible population by using random and convenient sampling techniques. The data was collected quantitatively from 200 students and 40 teachers. Questionnaire was used to collect data from teachers and students to know their perceptives about the impact of instructor's behavioral patterns on learners' achievements. The raw data was analyzed followed by tabular, graphical and narrative interpretations. The findings of the study show that teacher's behavior affects the whole language learning process according to the needs of the students. It further determines that there is a positive correlation between teacher's positive behavior and student's linguistic and academic growth. The results also show that positive behavior of female teacher was more learning friendly as compared to the behavior of male teachers. The study concludes with strong recommendation that positive behavior training skills should be implemented in continuous professional development programs for English language teachers. At times, positive behavior of teachers proved more beneficial than their competency for ESL learners.

**Keywords:** teachers' behavior, ESL learners, English proficiency

## 1. Introduction

Behavior means how we deal and interact with other individuals at different times and occasions. Behavior and competency both are necessary for effective teaching most specifically for language teaching. Where competency of teacher is necessary to inculcate the subject specific information accurately, his / her behavioral skills are also mandatory to influence learners' psychology positively or negatively. In order to instill positive life skills among learners, it is integral for teachers to bear positive attitude and learning friendly behavior with their students. Teaching is a roadmap in which there are thousands of hurdle and where learners try to regulate learning issues; and subsequently acquire education accomplishment. The first and most important role of teaching capability is to favor the learners to put forward their positive anticipation in order to encourage themselves to learn (Sprinthall, 2007). Instruction is not as such simple as we think; it is one of the important means of guidance which enhances the capabilities of a teacher to enlighten the aptitude and attitude of the students towards a positive role for the future life in the society.

It is observed that learners' language achievement varies from student to student. It means that some students learn language more quickly than their other counterparts. Moreover, it is also a common phenomenon that there are many factors which influence students' language learning faculties. These factors included motivation, attitude, teaching methodologies and teachers themselves. Teacher's positive and negative behavior plays a crucial role in the academic achievement of student. The meaning of behavior is to administer oneself or behave in what we do especially in response to outside motivation (UNESCO, 1986). Behavior is apparent and distinguishable phenomenon (Joyce, 1980). Teaching is a strategy and manipulation of a situation in which there

are hurdles where an individual tries to control the problem from where he learns (Iqbal, 1996). Teachers and administrators should be conscious of the role played by them in the present context of education. Their role and behavior are not fixed but rotate around the changes taking place in a society and the educational system itself (UNESCO, 1975). Students at beginning age of their education can well be taught and trained by giving them trust, confidence and positive behavior (Watson, 2003).

### *1.1 Statement of Problem*

Behavior of a teacher plays key role at school learning where learner usually belongs to the lower level of academic approach. They get impressed or depressed from their teachers. Here not only qualification and professional matters are essential but teachers' personal qualities; interest, conduct, behavior and pastime are also valuable which may affect positively or badly. Education progress and teacher behavior both are linked to each other. According to Thorndike (1963), students' over achievements and under achievements are indirectly caused of their teachers' code of conduct and behavior. In this study, the researchers investigated the impact of teachers' behavior on students in ESL classroom activities and discussed the relationship between teachers' behavior and language learners' achievements. The impact of ESL teachers' behavior on English proficiency skills have not yet been investigated in education scenario of Pakistan. No matter competency of teachers is important factor to attain instructional goals. For the progress and improvement, the importance of students, textbooks and teachers are integral; and other important factor is teacher's behavior. It is observed from educational statistics and official reports that students are badly treated in government schools and they are not encouraged and appreciated by their teacher (Ahmad, 2001). This research is conducted to pen down suitable suggestions which may prove valuable in changing teachers' behavior and attitude towards English language learners in government schools.

### *1.2 Research Objectives*

- To find out the impact of teachers' behavior on English proficiency skills of learner.
- To find out the difficulties faced by ESL teachers during teaching at school.
- To discover the attitude and interest level of English language learners in the ESL classroom.
- To analyze the attitude and interest level of the ESL teachers and learners towards teaching and learning process.

## **2. Literature Review**

### *2.1 Behavior and Its Types*

Behavior is particular a way of any person or animal in response to a particular situation. Behavior is a response, which an individual shows to his environment at different times. UNESCO (1986) documented that "anything that an organism does that involves action and response to stimulation." In 1993, Das advocated that there are many categories of behaviors which can affect students' behaviors. He further added that good standards are set by schools and teachers, and they present themselves as role model by their own behaviors which can affect students learning and growth (Das, 1993). He also highlighted that these behaviors can affect students positively so he divided behavior into seven categories (ibid).

#### *2.1.1 Response Behavior*

Response behavior means the response which students display in reaction to some action or motivation. In ESL classrooms some students learn language quickly and few are slow learners and it is because of their responses towards language learning. Some students are highly motivated and they learn language quickly as language learning outcomes vary from learner to learner.

#### *2.1.2 Association Behavior*

Associated behavior means that some students associate their feelings and emotions towards teachers. This association influences their behavior towards language learning. When behavior change occurs due to some kind of association it is called associated behavior.

#### *2.1.3 Multiple-Discrimination*

Multiple-discrimination means the change in behavior due to change into different stimuli. It also means to show change in behavior in the presence of different or same stimuli. Moreover, behaviors can be changed according to the situation. When learner dislikes teacher ultimately he/she starts disliking the very subject being taught by the teacher. It means that person's behavior is the combination of discriminations based on sex, racial or ethnic origin. Religion and belief also influence behavior change and have impact on behavior.

#### 2.1.4 Behavior Chains

Behavior chain means the sequence of events linked together by learned cues. It means that different units of behavior are linked together in a sequence and form a terminal behavior. During language learning and teaching process, different behaviors are linked together and result in success or failure of language learning.

#### 2.1.5 Class Concepts Behavior

Class concept behavior means that behavior moves from parents to child. Behavior is firstly formed in parents and further moved into children. Then teachers modify or change this behavior in the class according to the requirement and the needs of the learners.

#### 2.1.6 Principles

Behavior means observable or measurable change in action. There are many principles of behavior changes for instance: learners show better response to positive attitude rather than negative. Future behavior is highly dependent on received response:

#### 2.1.7 Strategies

There are many strategies used by teachers in ESL classroom in order to control students' behavior and modify according to the need of situations. Moreover, students also use different strategies in order to learn second language. Teachers' behavior has great tendency to effect second language achievements. That's why teachers used different strategies for teaching second language to students.

### 2.2 *Criteria for Effective Behavior*

Smith (1977) has claimed that teacher's personality in the attitudinal sense is significant factor in teacher behavior and it has great impact on students' achievement. Throughout the history of social psychology: attitude is usually defined as a disposition to respond favorably or unfavorably to an object, person, institution or event. Allport (1960) states that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situation with which it is related. Attitude towards study has great contribution in academic achievement and good study pattern. Sybouts & Wendel (1994) gave criteria for an effective behavior of the teachers after reviewing more that seventy-four research studies, which are as under:

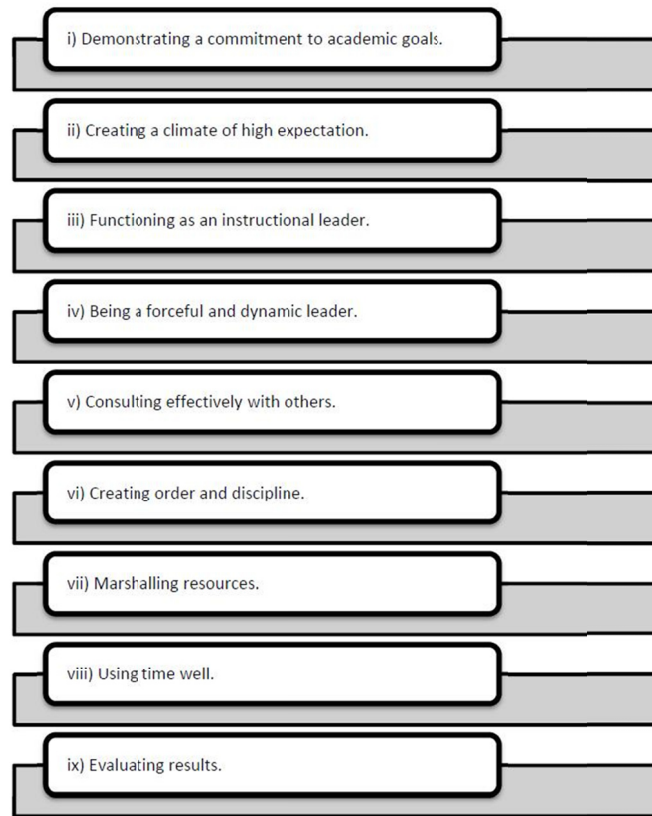


Figure 1. Effective behavior criteria

The above mention list shows that those who have an effective behavior always demonstrate a commitment towards academic goals. Moreover, they were highly motivated that they create a climate of high expectations. Effective behavior leads towards a functioning as an instructional leader which can rightly be called as a forceful or dynamic leader who can effectively cooperate with others. They have well organized behavior and can marshal resources well. They are organizers of time as well. They use time well in order to evaluate results.

### *2.3 Role of Teachers in English Classrooms*

In a classroom a teacher has to perform many roles. While teaching in language class, teacher has to perform a role of manager, guide or counselor. Classroom is being managed by teacher and successful classroom management is based on teacher's behavior and the achievement of teaching aims. The effective and successful conducted classrooms contribute to students' success. Many research studies conducted in order to find out the influence of teachers' behavior on students achievements because teachers not only influence students inside the classroom but also outside the class as well. According to Mouly (1978) the totality of teachers' role and functions can be categorized in three parts;

- Academic Functions
- Professional Functions
- Social Functions

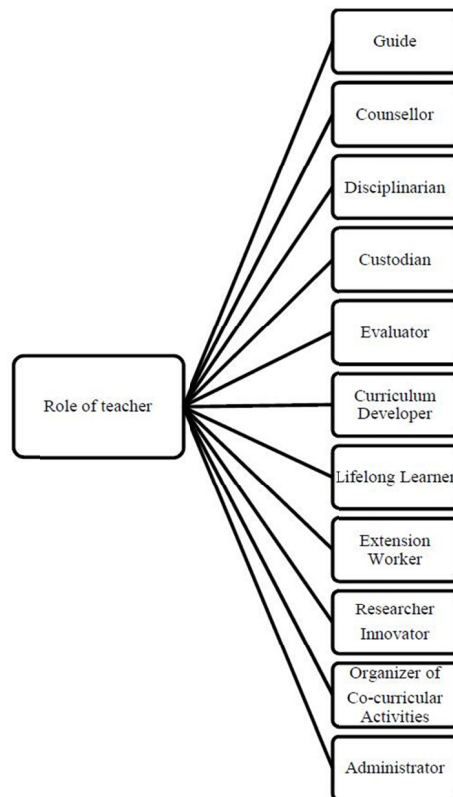


Figure 2. Role of English teacher

### 2.3.1 Guide

During a lecture in ESL classroom, a teacher has to perform the role of a guide. Teacher provides guidance to students for language learning and improving communication skills. Teacher can better guide their students because teacher is well aware of their academic background and abilities. According to their abilities and skills teacher can suggest suitable methods and materials for learning.

### 2.3.2 Counselor

Counselor role is to suggest different programs according to the attitude of the students. A teacher has to play the role of counselor as well. Due the close observation of students in educational settings, a teacher can suggest different programs according to the aptitude, interest and abilities of the students.

### 2.3.3 Disciplinarian

While teaching in the classroom, teacher has to maintain discipline. Moreover, teacher has to maintain the discipline of the class but also of the institute as well. This is because a teacher is a disciplinarian.

### 2.3.4 Custodian

When a teacher works as a hostel warden then teacher has to perform the role of the custodian as well. Moreover, it is also observed that if teacher is not the warden of the hostel even than it is the responsibility of the teacher to take good care of the students during the classroom and after the class during their stay in the campus or school.

### 2.3.5 Evaluator

Teacher has to perform the role of an evaluator as well. An ideal teacher knows how to evaluate the students. In order to evaluate students, an ideal teacher uses different techniques of evaluations and a teacher is fully aware of the objectivity, reliability, validity and usability of the test items. He takes formative assessment of the learning of students for their improvement and summative assessment, and for the promotion to next grade or class. He plans the text according to the needs of students.

### 2.3.6 Curriculum Developer

Teacher also works as the member of the curriculum developer because teachers are aware of learners' needs.

Teacher also works as the member of the board of Studies and takes part in the development of the course for ESL classrooms. Teacher can prescribe text books for different subjects to bring reforms and regulations for various examinations.

#### 2.3.7 Lifelong Learner

The process of learning always continues and it is never ending process. An effective teacher continuously updates his/her knowledge and skills because a teacher never gets satisfied with his/her extent of knowledge. Moreover, it is stated by Rabindranath that a lamp cannot light another lamp unless it continue to burn its own flame (Ray, 2004). Effective teachers are always ready to improve their knowledge to keep themselves up to date with latest knowledge and skills.

#### 2.3.8 Extension Worker

Teacher has to perform many roles while staying at classroom. Teacher also plays the role of an extension worker. He performs this role while staying in community. He not only helps his students with knowledge but also his community as well. His efforts bring fruits in the form of closeness between a community and institution.

#### 2.3.9 Researcher/Innovator

An ESL teacher proves himself as a researcher or innovator. He continues his research while staying in classroom and utilizes his innovation in teaching methodologies which contributes to the betterment of the students and their language learning. Teacher is aware of the fact that modern world is being changed rapidly and the educational needs of learners are also being changed with time to time. That's why teachers bring corresponding changes in their teaching methodologies. Teacher tries to match his teaching styles with the learning styles of the students.

#### 2.3.10 Organizer of Co-curricular Activities

Teachers not only focus on the learning of the students but also concentrate on their character building as well. In order to build their character teachers effectively manage and organize co-curricular activities. These activities help in developing friendly relationship between teacher and student not only in classroom but outside as well because of their interaction.

#### 2.3.11 Administrator

Administrator means the person who has the ability to control the whole class. Teacher has to perform the duty of administrator as well because he has to take attendance of the his class and perform all administrative duties like lecturers, supervision and manage the record of the students. He supervises all the details related to students, their performance and results are also managed and kept by him.

### 3. Research Methodology

#### 3.1 Research Design

The study adopted descriptive framework to gather, tabulate, analyze and interpret data. Descriptive research is used to describe events or different situations that are already in existence. There are many ways of conducting descriptive research including:

- Observational method
- Case-study method
- Survey method

For recent research study, researchers have adopted survey based research methodology. Survey is a research process normally adopted to know the perspectives of different people about specific issues. Furthermore, quantitative method was used to collect, analyze and interpret the data.

#### 3.2 Population

10 government schools in district Rahim Yar Khan were taken as the target population of this study. District Rahim Yar Khan comprises 04 tehsils. The accessible population was the teachers and students of secondary schools of tehsil Sadiq Abad.

#### 3.2 Sample of the Study

For current study, researchers used simple random sampling technique. At first stage, ten schools were selected by using simple random sampling technique. Moreover, equal numbers of male and female schools were selected

from RYK district. At next step, from these schools 40 teachers were selected by using convenient sampling technique. However, 200 students were selected by using simple random sampling technique with equal number of male and female participants.

Table 1. Sample size

| Sample of Schools |    | Sample of Teachers |    | Sample of Students |     |
|-------------------|----|--------------------|----|--------------------|-----|
| Male              | 05 | Male               | 20 | Male               | 100 |
| Female            | 05 | Female             | 20 | Female             | 100 |
| Total             | 10 | Total              | 40 | Total              | 200 |

### 3.3 Data Collection Tools

Questionnaire is most frequently used research instrument for collecting data in survey oriented research. Two different types of questionnaires were developed, piloted, validated and administered in this study.

#### 3.3.1 Teachers' Questionnaire

A questionnaire was used to know the teachers perspective about their behavioral influence on students language achievements. This questionnaire was divided into different parts. First part deals with the demographic information of the teachers. Teachers were asked about their teaching experience and their qualification. Second part comprised of 7 items which were asked about to know their opinions about English language. Furthermore, third part deals with the information to know their perspective about language teaching. Next part deals with the information to know their general attitude towards teaching. Last part deals with the information of the teachers' behavior towards learners.

#### 3.3.2 Students' Questionnaire

Students' questionnaire comprises 05 different parts. First part deals with the demographic information of the students. Second part is divided into sub categories to know their perspective about teachers' behavior whereas next part deals with the items about students view about English language learning. Next part deals with the items which were used to know their point of views about English language teaching. Finally, last part deals with the information about teachers' behavior towards their students, their teaching strategies and teaching practices.

### 3.4 Validation of Data Collection Tools

The word "Valid" is derived from the Latin word "Validus" which means "strong". When talking about the validity of data collection tools or any measuring instrument like test in education, validity means the degree to which a tool measures what it claims to measure. Validity can be considered as the accuracy of any tool. In 1927, Kelly for the first time introduced the concept of validity. He stated that if a test claimed to measure intelligence than it should measure intelligence rather than memory or anything else. To ensure the validity of tools used for current study, researchers used pilot study. The content, construct, internal and external validity of the tools was ensured and fixed before taking the reliability index.

#### 3.4.1 Reliability of Questionnaires

Reliability of tools means the how much a tool is reliable for testing a skill. It means a tool produces stable and consistent results. To ensure the reliability of tools used for present study, researchers applied Cronbach alpha test. The detail of Cronbach's Alpha is displayed in the table below:

Table 2. Reliability statistics of students' questionnaire

| Reliability Statistics of students' questionnaire |             | Reliability Statistics of teachers' questionnaire |             |
|---|-------------|---|-------------|
| Cronbach's Alpha                                  | No of Items | Cronbach's Alpha                                  | No of Items |
| .839  | 66          | .785  | 42          |

## 4. Data Analysis

### 4.1 Findings obtained from Students' Questionnaire

Table 3. Teacher's instruction and use of instructional aids

| Teacher's instruction and use of instructional aids |        | 5  | 4  | 3  | 2  | 1 | Mean Score |
|---|--------|----|----|----|----|---|------------|
| Follow teacher's instruction                        | Male   | 48 | 11 | 22 | 12 | 7 | 3.81       |
|   | Female | 70 | 20 | 06 | 3  | 1 | 4.73       |
| Teach with the help of textbooks                    | Male   | 25 | 63 | 09 | 1  | 2 | 4.08       |
|   | Female | 88 | 06 | 3  | 1  | 2 | 4.77       |
| Provides information other than text book.          | Male   | 10 | 78 | 05 | 6  | 1 | 3.9        |
|   | Female | 74 | 18 | 5  | 2  | 1 | 4.62       |
| Teaches with the help of computer                   | Male   | 25 | 43 | 13 | 10 | 9 | 3.65       |
|   | Female | 28 | 36 | 11 | 5  | 2 | 3.29       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

The obtained data shows the statistics when students were asked to share their views about their teachers' behavior during teaching English in ESL classroom. Majority of the students claimed that they follow their teachers' instructions. However, only few male students were found not following their teachers' instructions properly. When they were asked whether their teachers use helping books along with textbooks or not, the findings show that majority of students replied in affirmation that their teachers use helping books along with textbooks. However, only few students from urban area claimed that their teachers take help from computer for teaching them.

Table 4. Teaching professionalism and style

| Teaching professionalism and style   |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|--------------------------------------|--------|----|----|----|----|----|------------|
| Teachers are punctual                | Male   | 30 | 48 | 5  | 6  | 11 | 3.8        |
|                                      | Female | 36 | 25 | 9  | 5  | 25 | 3.62       |
| Takes classes regularly              | Male   | 78 | 12 | 3  | 2  | 5  | 4.56       |
|                                      | Female | 55 | 14 | 16 | 2  | 13 | 4.16       |
| Teaching style helps you in learning | Male   | 26 | 36 | 15 | 5  | 18 | 3.47       |
|                                      | Female | 45 | 20 | 12 | 8  | 15 | 3.72       |
| Teaches happily                      | Male   | 27 | 33 | 22 | 10 | 8  | 3.61       |
|                                      | Female | 36 | 29 | 18 | 11 | 6  | 3.78       |
| Takes teaching as burden             | Male   | 41 | 22 | 19 | 8  | 10 | 3.76       |
|                                      | Female | 36 | 29 | 18 | 15 | 2  | 3.82       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

The findings of data revealed that majority of students claimed that their teachers always take their classes regularly. However, some of them claimed that sometime their teachers' teaching style help them in learning. On the other hand, some of them also claimed that their teachers sometime take teaching as burden. Moreover, means score of the statement 3.76 male and 3.82 female shows that majority of members fell in the category of from 'sometimes' to the category 'often'. To sum up the whole discussions it is stated that no doubt teachers take their classes regularly but they mostly consider teaching profession as burden according to students' perspective.



Table 5. Teachers' cooperation

| Teachers' cooperation Statement  |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|----------------------------------|--------|----|----|----|----|----|------------|
| Cooperate with students          | Male   | 30 | 25 | 17 | 15 | 13 | 3.44       |
|                                  | Female | 13 | 35 | 25 | 21 | 6  | 3.28       |
| Gives individual attention       | Male   | 11 | 45 | 13 | 22 | 9  | 3.27       |
|                                  | Female | 29 | 13 | 19 | 21 | 18 | 3.14       |
| Tries to know students problem   | Male   | 19 | 14 | 31 | 25 | 11 | 3.05       |
|                                  | Female | 31 | 19 | 23 | 13 | 14 | 3.40       |
| Tries to solve students problems | Male   | 55 | 12 | 9  | 18 | 6  | 3.92       |
|                                  | Female | 35 | 19 | 25 | 12 | 9  | 3.59       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

Table 5 interprets the data collected from students' questionnaire. The findings of data revealed that majority of students claimed that their teachers always co-operate with their students. However, female students claimed that their teachers often co-operate with their students. When asked about giving attention to individual students, majority of the students claimed that their teachers rarely gave individual attention to them. However, some of them stated that their teachers tried to know students problems and tried to solve them. The findings also show that majority of male teachers try to solve their problem. Moreover, means score of the statement 3.92 male and 3.59 female shows that majority of members fell in the category of from 'sometimes' to the category 'often'. To sum up the whole discussions it is stated that majority of male members co-operate more with their students as compared to female students.

Table 6. Open mindedness

| Open mindedness of English teachers Statement |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|---|--------|----|----|----|----|----|------------|
| Talks students affectionately                 | Male   | 15 | 48 | 20 | 13 | 4  | 3.57       |
|   | Female | 25 | 34 | 23 | 13 | 5  | 3.61       |
| Bears self-criticism                          | Male   | 12 | 36 | 10 | 18 | 24 | 2.94       |
|   | Female | 6  | 11 | 9  | 13 | 61 | 1.33       |
| Forgive students for naughtiness              | Male   | 30 | 25 | 18 | 14 | 13 | 3.45       |
|   | Female | 35 | 40 | 17 | 3  | 5  | 3.97       |
| Becomes happy for questioning during teaching | Male   | 61 | 13 | 10 | 9  | 7  | 4.12       |
|   | Female | 70 | 12 | 8  | 7  | 3  | 4.39       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

The findings of data revealed students' perspective about the open mindedness of their teachers. Majority of the male students stated that their teachers always talk affectionately with their students. They also stated that their teachers never bear self-criticism including both male and female students. However, when asked about the forgiveness towards their naughtiness, majority of them claimed that their teachers sometimes forgive their naughtiness. Additionally they also stated that their teachers always become happy while asking questions during teaching. Moreover, means score of the statement 3.45 male and 3.97 female shows that majority of members fell in the category of from 'sometimes' to the category 'often'. To sum up the whole discussions it is stated that teachers behave affectionately with their students and encourage them to ask questions but they never allow them to be mischievous and they never bear criticism.

Table 7. Teachers' compassion and care

| Compassion and care for students      |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|---------------------------------------|--------|----|----|----|----|----|------------|
| Statement                             |        |    |    |    |    |    |            |
| Ignores students mistakes             | Male   | 30 | 58 | 2  | 5  | 5  | 4.03       |
|                                       | Female | 70 | 9  | 6  | 3  | 12 | 4.22       |
| Behaves with students sympathetically | Male   | 37 | 26 | 3  | 25 | 8  | 3.56       |
|                                       | Female | 41 | 15 | 10 | 24 | 10 | 3.53       |
| Cares of students emotions            | Male   | 11 | 63 | 9  | 5  | 22 | 3.66       |
|                                       | Female | 33 | 38 | 9  | 15 | 5  | 3.79       |
| Treat students affectionately         | Male   | 12 | 30 | 8  | 28 | 22 | 2.82       |
|                                       | Female | 10 | 63 | 8  | 3  | 16 | 3.48       |
| Gives students moral training         | Male   | 24 | 37 | 8  | 17 | 14 | 3.4        |
|                                       | Female | 56 | 20 | 4  | 9  | 11 | 4.01       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

Table 7 interprets the data collected from students' questionnaire. The findings revealed teachers' compassion and care for students. It shows that majority of students including both male and female stated that their teachers always ignore their mistakes. However, female students claimed that their teachers treat them affectionately while few male students claimed that their teachers rarely treat them affectionately. On the other hand the data reveals that both male and female teachers some time behave sympathetically with their students and the male teachers were reluctant to care about students' emotions while few female teachers care about students emotions. To sum up the whole discussions it is stated that female teachers show more care and affection with the students however, male teachers rarely show affection and care towards students. Moreover, both male and female teachers ignore their students' mistakes on always basis.

Table 8. Punishment

| Punishment                               |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|--|--------|----|----|----|----|----|------------|
| Statement                                |        |    |    |    |    |    |            |
| Punish students for not doing homework   | Male   | 25 | 19 | 13 | 16 | 27 | 2.99       |
|  | Female | 20 | 27 | 18 | 31 | 4  | 3.28       |
| Forgives students for not doing homework | Male   | 12 | 36 | 10 | 18 | 24 | 3.04       |
|  | Female | 31 | 16 | 20 | 13 | 20 | 3.25       |
| Punish students                          | Male   | 30 | 44 | 25 | 17 | 39 | 4.74       |
|  | Female | 10 | 51 | 16 | 11 | 12 | 3.36       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

The findings of data revealed that when students were asked to share their views about punishment for not doing homework then majority of the students expressed their views that male teachers often punish them for not doing homework whereas female teachers rarely forego their mistakes. Moreover, male teachers punish their students more as compared to female students. The findings also show that sometime teachers forgive their students for not doing homework. To sum up the whole discussions it is stated that the tendency of punishment vary from teacher to teacher and situation to situation. Sometimes teacher punish their students for not doing homework and sometimes they do not.

Table 9. Motivation through creating interest

| Motivation through creating interest             |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|--|--------|----|----|----|----|----|------------|
| Develop interest in reading                      | Male   | 40 | 17 | 12 | 15 | 16 | 3.50       |
|  | Female | 25 | 34 | 23 | 13 | 5  | 3.61       |
| Encourages students for doing good work          | Male   | 37 | 24 | 12 | 18 | 9  | 3.62       |
|  | Female | 24 | 32 | 10 | 18 | 16 | 3.3        |
| Creates interest while teaching with funny talk. | Male   | 32 | 19 | 12 | 20 | 17 | 3.29       |
|  | Female | 13 | 33 | 14 | 24 | 25 | 3.12       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

The data related to the motivation level of the students and role of teachers in arousing motivation through creating interest shows that majority of the students claimed that their teachers sometime develop deep interest in reading and encourage them for doing good work. Additionally, most of them also stated that teacher uses different techniques for creating interest in them by making funny talks to them. However, some male students stated that their teachers rarely motivate them by funny talks. Conclusively, it is stated that teachers including both male and female use many techniques to motivate their learners.

Table 10. Bullying and abuses

| Bullying and abuses                            |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|--|--------|----|----|----|----|----|------------|
| Scolds students                                | Male   | 23 | 42 | 15 | 13 | 9  | 3.63       |
|  | Female | 55 | 11 | 14 | 12 | 8  | 3.93       |
| Calls students ill name and un civilized names | Male   | 11 | 22 | 7  | 12 | 48 | 2.36       |
|  | Female | 17 | 15 | 12 | 45 | 11 | 2.82       |
| Abuses students for not doing work             | Male   | 26 | 31 | 18 | 15 | 10 | 3.48       |
|  | Female | 44 | 29 | 16 | 6  | 5  | 3.94       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

The findings of data revealed that majority of students stated that their teachers scold them when they behave badly. However, only few students claimed that their teachers call students bad and un-civilized names. Moreover, mean score of the statement 2.36 male and 2.82 female shows that majority of members fell in the category of from 'rarely' to the category 'sometimes'. To sum up the whole discussions it is stated that teachers sometimes scold their students for not doing homework. However, they rarely call ill and un-civilized name of their students and they rarely abuse them.

Table 11. Reinforcement

| Reinforcement                               |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|---|--------|----|----|----|----|----|------------|
| Becomes angry with students                 | Male   | 29 | 33 | 14 | 13 | 11 | 3.56       |
|   | Female | 49 | 7  | 12 | 23 | 9  | 3.64       |
| Praise students orally                      | Male   | 23 | 15 | 16 | 24 | 22 | 2.93       |
|   | Female | 20 | 46 | 15 | 10 | 9  | 3.58       |
| Gives prizes pencils; books and copies etc. | Male   | 45 | 20 | 10 | 17 | 8  | 3.77       |
|   | Female | 16 | 46 | 6  | 5  | 27 | 3.19       |

\*Always=5, Often=4, Sometime=3 Rarely=2, Never= 1

Table 11 interprets the data collected from students' questionnaire. The data shows that majority of the students claimed that their teacher becomes angry with students. The mean score of this statement shows that teachers sometime become angry with their students. On the other hand, the mean score shows that male teacher praise their students rarely as compared to female teachers. When students were asked whether their teacher gives prizes pencils, books and copies etc., some of the respondents claimed that their teachers gave them prizes. To

conclude, it is stated that no doubt teachers becomes angry with their students sometime but they praise them and sometime appreciate them by giving them awards and prizes.

Table 12. Teachers' behavior towards students

| Teachers' behaviour towards students           |        | 5  | 4  | 3  | 2  | 1  | Mean Score |
|--|--------|----|----|----|----|----|------------|
| Paying individual attention in spare time      | Male   | 19 | 43 | 20 | 11 | 7  | 3.56       |
|  | Female | 3  | 10 | 6  | 1  | 80 | 1.55       |
| Provide relevant information to explain points | Male   | 44 | 37 | 13 | 2  | 4  | 4.15       |
|  | Female | 5  | 19 | 61 | 11 | 4  | 3.1        |
| Appreciate learners                            | Male   | 31 | 62 | 4  | 1  | 2  | 4.19       |
|  | Female | 31 | 18 | 13 | 20 | 18 | 3.24       |
| Favour only few students                       | Male   | 15 | 12 | 33 | 9  | 31 | 2.71       |
|  | Female | 10 | 17 | 43 | 9  | 21 | 2.88       |
| Use reference books and prepare notes          | Male   | 51 | 16 | 12 | 1  | 20 | 3.77       |
|  | Female | 52 | 9  | 10 | 6  | 23 | 3.61       |

\*Nothing (1) Very little (2) some influence (3) Quit a bit (4) A Great deal (5)

The data revealed that according to students' perspective, teachers give students individual attention in their spare time, and suggest something nice. Yet female students disagreed with the statement as mean score 1.55 shows that their teachers never help them in their free time. When asked about whether their teachers provide relevant information to explain the points of subject matter to the students, the data also revealed that male students stated that their teachers appreciate students with good words, when they perform well in the class as compared to female teachers. On the other hand majority of teachers use reference books and prepared notes during teaching.

Table 13. Attitude towards teaching strategies

| Attitude towards teaching strategies                  |        | SA | A  | N  | D  | SD | Mean Score |
|---|--------|----|----|----|----|----|------------|
| Encourage students for co-curricular activities       | Male   | 35 | 16 | 9  | 15 | 25 | 2.61       |
|   | Female | 08 | 45 | 12 | 4  | 31 | 2.95       |
| Use different teaching techniques                     | Male   | 41 | 20 | 19 | 7  | 13 | 3.69       |
|   | Female | 34 | 11 | 19 | 21 | 15 | 3.28       |
| Command on their subjects                             | Male   | 45 | 15 | 16 | 14 | 10 | 3.71       |
|   | Female | 50 | 21 | 10 | 8  | 11 | 3.91       |
| Make classroom environment conducive for the learning | Male   | 20 | 14 | 16 | 15 | 35 | 2.69       |
|   | Female | 8  | 28 | 15 | 35 | 14 | 2.81       |
| Focus on character building                           | Male   | 12 | 28 | 29 | 6  | 25 | 2.96       |
|   | Female | 55 | 5  | 10 | 13 | 17 | 3.68       |

\* Strongly agree=SA, Agree=A, Neutral=N, Disagree=D, Strongly Disagree=SD

Table 13 and following graph interprets that only few students claimed that their teachers encourage students for co-curricular activities. However, some students also claimed that their teachers use different teaching techniques while teaching English. Whereas the overall mean score shows that majority of students belong to the category from neutral towards agree. On the other hand, majority of female students claimed that their teachers have command on their subject as compared to male students that their teachers have less command on their subjects. The mean score 2.69 shows that some students belong to the category of neutral when asked whether their teachers make classroom environment conducive for the learning. On the other hand male students remain neutral as compared to female that their teachers focus on character building of the students.

Table 14. Behavior towards teaching and assessment skills

| Teachers' behavior towards teaching and assessment skills              |        | SA | A  | N  | D  | SD | Mean Score |
|--|--------|----|----|----|----|----|------------|
| Give feed back to the students   | Male   | 30 | 34 | 5  | 25 | 16 | 3.67       |
|  | Female | 34 | 25 | 5  | 16 | 20 | 3.37       |
| Use different assessment techniques such as observation, rating scale, | Male   | 5  | 45 | 13 | 12 | 25 | 2.93       |
|  | Female | 40 | 20 | 10 | 20 | 10 | 3.6        |
| Summarize establishing link between the present learning with earlier  | Male   | 5  | 27 | 2  | 23 | 43 | 2.28       |
|  | Female | 9  | 8  | 23 | 38 | 22 | 2.44       |
| Well prepared for teaching   | Male   | 62 | 2  | 8  | 8  | 20 | 3.78       |
|  | Female | 60 | 9  | 7  | 9  | 15 | 3.9        |
| Friendly and approachable  | Male   | 13 | 23 | 32 | 8  | 24 | 2.93       |
|  | Female | 10 | 26 | 30 | 7  | 27 | 2.85       |

\* Strongly agree=SA, Agree=A, Neutral=N, Disagree=D, Strongly Disagree=SD

The data revealed that teachers give feed back to the students with constructive criticism and the mean score 3.67, 3.37 shows that majority of students belong to the category from neutral to agree. The data shows that teachers sometime use different assessment techniques such as observation, rating scale, peer appraisal and checklist are used for assessing the students and majority of female teachers were agree with the statement as compared to male teachers. On the other hand when students were asked whether their teachers summarize establishing link between the present learning with earlier as well as future learning, creating a sense of achievement than majority of members remain neutral. Moreover, the students also remain neutral when it was asked whether their teachers come in class well prepared for teaching and teachers are friendly and approachable for you.

#### 4.2 Findings obtained from Teachers' Questionnaire

This section deals with the interpretation of data collected from teachers' questionnaire. The data revealed that teachers' education, teaching experience and even gender has great impact on students' personalities. The more teachers are qualified the better they teach. Additionally many studies revealed that those teachers who have three to fifteen years teaching experience are better teachers. Next part of questionnaire deal with teachers' attitude towards English language and the data revealed that majority of the teachers claimed that they are interested in teaching English language and even they like English language. However, they also stated that they use different teaching methods and techniques for teaching English to their students. Only few teachers stated that they sometime use scolds for maintaining class discipline. And a large number of teachers opined that they motivate their students by cooperating with them in learner friendly environment.

The data revealed that teachers are always ready to teach English language including both male and female teachers. It was also found that teachers come to the class regularly and punctually. However, some of the male teachers claimed that they teach their students how to solve problem and make sound decisions. On the other hand female teachers claimed that they show deep interest in teaching their subjects to a great deal. Yet the data shows that it never happens that majority of teachers don't know how to teach English language. Additionally, English teachers teach students with the methods they like and complex topic that involve reasoning. The statistics revealed that majority of teachers feel proud to be called as teacher. However, the data revealed that only few teachers consider that teaching job is the last choice. Moreover, majority of female teachers stated that they prefer this profession for their children and other family members. When asked about they strive for continuous improvement in their knowledge and skills then only few teachers stated that they want to improve their knowledge at Moderate level. When asked about teachers adequately prepare their lesson before going to class daily and use different teaching aids other than white/ Black -board properly than majority of teachers claimed that they nominally do this.

The data also revealed students' general attitude towards learning English language. Teachers make the teaching effective with different teaching techniques. Teachers use different evaluation techniques during teaching. Teachers use different motivational techniques. Teachers are responsible for the declining standard of education. Teachers stick to the time table. Teachers insist on cleanliness and orderliness in the classroom. The data shows teachers' general attitude towards English language learners also. Teachers listen to the students with patience and tolerance and they guide them in their spare time. Teachers enjoy friendly relation with students. Teachers use the library and also encourage their students. Teachers show interest and respect to all the students. They maintain student's attention and interest during the lesson. They award marks in the examination fairly to all the

students. Teachers treat students without discrimination.

The data further discloses teachers' general attitude towards English language learners. Teachers give feedback to the students with constructive criticism. Teachers give individual attention to the students in their spare time, and suggest something nice to them and focus on character building of the students. Moreover, teachers use tests only for promoting the students and give proper time to get reply from students. Furthermore, teachers provide opportunity to students to increase participation through asking questions. Teachers summarize, establish link between present learning with earlier as well as future learning, and create a sense of achievement in students.

## 5. Discussion

The teachers who spend more time on class discussion, deliver lectures and drill, and spend less time on individual instructional techniques are more successful teachers. It is also observed that successful teachers are more active and made extensive use of praise during class discussions. This has positive impact on learners. As a result students take part in class discussion. The role of effective teacher continues when students were given respect and their contribution was appreciated by the teacher. Teacher assigned different tasks to their students. According to Mohanty & Pani (1979), healthy teacher-pupil interaction has positive impact on the learners' achievement. There are many factors which influence students' performance in the classroom and the most influential factor is teachers' behavior towards learners. When teacher has expectations on learners it has a positive impact on students' achievements and learning. However, Schneider, Gruman & Coutts (2012) stated that an individual has not the ability to carry out desired outcome due to intended behavior. Students' behavior is not always the reflection of their attitude towards their ability. Moreover, their behavior does not always influence their academic achievement. Teachers must transmit to new generation the cultural heritage of society, the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. The effective teacher is capable of creating a desire to learn. He must be able to sense the interests of students, recognize their needs, and make learning purposeful not only in relation to course objectives but in the minds of his students.

Teachers' attitude towards students plays a vital role in students' language learning. When student feel that his teacher is consultative then student also shows favorable attitude towards teachers. Many research studies show that teachers' attitude is vital and should not be overlooked in the learning achievements of the learners. Attitudes are the functions of our thoughts and feelings, and our beliefs and values have deep impact on our attitudes. If a student considers that his teacher is good advice giver than he will definitely consult his teacher whenever he needs advice and also follow his advice. In child's education parents attitude play a prominent role because a child develops his own attitude form them. In 1983, Ansari stated that the problems related to students and their attitude towards their teachers need further investigations. Ansari and Chowdhri (1990) further discussed the factors related to students' study habits and concluded that their attitude towards their teachers are important variables which affect their academic success. Many research studies conducted in order to find out the influence of teachers' behavior on students achievements because teachers not only influence students inside the classroom but outside the class as well. While teaching in a class teacher was performing a role of manager, guide or counselor. Classroom is being managed by teacher and successful classroom management is based on teacher's behavior and the achievement of teaching aims. The effectively and successfully conducted classrooms contribute to students' success.

Teachers and students face some difficulties in ESL classroom. Many studies show that there are many factors related to the teacher's characteristics which have the ability to influence student's behavior. These factors include teachers' age, sex and attitude towards teaching and teachers' quality were more emphasized by the researchers and educationists. However, least emphasis was given to teacher's academics qualification, professional experience and competence. A study conducted by Kiragu (1986) evaluated the performance of the teachers and students academic achievements. He concluded his study that teachers' who perform poorly are normally accused and blamed by the public. He further added that people tend to equate students achievement and teachers performance. Moreover, the success of teacher ought to be evidence not only form professional records but also form students' achievements. Another study was conducted by Mwangi (1983) in which teachers' and students' characteristics were studied. In this study he identified some factors which influence learning and achievements in secondary school. The study found that teachers' gender and the availability of teachers' guide and books have positive relationship with students' achievements. When mathematics was taught by male teachers, students show high score. On the other hand, female teachers are rated better in language teaching achievements. However, other characteristics of the teachers like time spent on lesson preparation, group discussion, team work, professional qualification, teaching experience and the use of teaching aids show no impact on students' achievements.

## 6. Conclusion

In the whole process of language learning, teachers play vital role because teachers formulate the whole language learning process according to the needs of students and the aims of study. Many studies have been conducted and they found that teachers' personality and their way of interaction play a crucial role in students' achievements. The findings of the study revealed that in public sector schools there are large number of students enrolled in the class where as the number of teachers are not appropriate according to the number of students. Moreover, highly qualified teachers were low in number. Teachers' qualification affects students' achievements because low qualified teachers were unfamiliar with latest trends and knowledge. The more teachers are qualified academically and professionally, more positive behavior they develop in themselves and in language class. The findings of the study also demonstrate that majority of teachers feel proud to be teachers and they preferred this profession than any other profession for themselves. Moreover, female teachers stated that they adopted this profession willingly and without any external pressure. However, majority of teachers stated that they try to improve their knowledge and skills in order to deliver updated knowledge to their students. Moreover, majority of teachers and students claimed that teachers use different motivational techniques for the students to make them better learners. Moreover, teachers allow their learners to ask different questions in class but they never allow them to be mischievous in classroom. They maintain freedom and security during the class and some teachers also claimed that they sometimes scold learners to maintain the discipline of the classroom. Some students also stated that their teacher show favoritisms towards some students and gave them extra time after the class. Whereas only few teachers stated that they gave equal chance to all of their students in order to ask questions. They guide their students to acquire good manners and develop a good sense of humor. They appreciate students' participation in the class and provide positive feedback and suggest something nicely which is helpful for their character building. To sum up the whole study it is stated that there is positive correlation between teachers' behavior and students' academic achievement. Students' personal, academic and professional growth and development is influenced by their teachers' attitude and behavior shown to them inside and outside classroom.

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