

Investigating the Impact of Teachers' Actions on the Academic Performance of Secondary School Students

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Abstract

The purpose of the current study was to investigate how secondary school teachers' actions affect their students' academic achievement. It was a quantitative research. The research adopted a positivist research paradigm with an ex-post facto design. The study sample consists of 250 students in 10th grade from Federal Government Educational Institutions of Lahore. The sample was selected through a cluster sampling technique. A validated Likert scale instrument was used to assess the impact of teachers' actions on students' GPA. The "Teacher Attitude Valuation Scale" has been employed to measure teachers' behavior. The student's grades have been recorded and are used to gauge their academic success. The data was analyzed using SPSS software. Findings explored a positive correlation between teachers' actions and students' success.

Keywords: Instructors' Behavior, Academic Achievement, Secondary School Students, Positive Paradigm, Educational Institute.

1 Introduction

Everyone agrees that education is essential to the country's success (Focacci & Perez, 2022; Madani, 2019). According to Shahmohammadi (2014), countries that have made education a priority and a point of emphasis are among the most successful and leading nations, and they are making a substantial contribution to progress and revolution (Valeriivna, 2019; Veidemane,

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[2022](#)). Still, underdeveloped countries compromised their investment in education (Li & Wye, [2023](#); Siddiqui et al., [2019](#)). Even if infrastructure investments in the form of roads, buildings, and factories are more visible than those in education, the success of these projects nonetheless depends on the quality of education in the nation (Fabre & Straub, [2023](#); Munir et al., [2020](#)). Roads would not be constructed robustly if engineers lacked education, and factories would not be established in the first place if people lacked education and expertise (Tatlah, [2015](#)). As a result, education is essential to a country's development (Alrefaei, [2015](#); Anwar & Nawaz, [2021](#)).

Schools are established by society to educate its members. As members of society, the students are less developed (Yasmin et al., [2020](#)). They are given to the teachers for their instruction and training in adjusting to society (Siddiqui et al., [2019](#)). In addition to using the overt curriculum, the teachers employ the hidden curriculum. Students retain an impression of their teachers based on their behavior. By all means, kids are influenced by the way professors act (Alvi et al., [2021](#); Kahveci, [2023](#)).

Teachers impact students' behavior (Hattie, [2012](#); Zheng, [2022](#)). Students' achievement is likely to be positively influenced if teachers behave well with the students when they are teaching (Bal-Taştan et al., [2018](#); O'Connor et al., [2019](#)). When educators use conditional praise as a positive reinforcement, students' academic performance and grades improve (Doménech et al., [2017](#)). Similarly, students may suffer if teachers misbehave with them while they are teaching (Humaeroah et al., [2022](#); Loes et al., [2012](#)). The teacher can achieve high student accomplishment and efficient learning results with adequate behavior support (Johnson, [2017](#)). Teachers must provide clear directions (Amitai & Van Houtte, [2022](#); Hadie et al., [2018](#)). For students to understand what is expected of them and how they are expected to perform, there needs to be clarity about what is expected of them (Opdenakker et al., [2012](#)). In order to keep the students on the path to successful learning and good academic achievement, the instructor should apply incentives as needed (Blazar & Kraft, [2017](#); DelGreco et al., [2018](#)).

Research indicates that proficient educators who exhibit positive behavior toward their pupils can train kids more effectively than those who exhibit negative behavior (Alexander, [2020](#)). These educators continue to inspire their pupils by praising them for minor accomplishments (Mojavezi & Tamiz, [2012](#); Sun, [2021](#)). Their pupils learn effectively, which enhances their academic achievement (Anwer, [2019](#); Dar & Ghani, [2016](#)). Students' academic performance is significantly impacted by the behavior of their professors (Ding & Sherman, [2006](#)).

Research has shown that teachers' actions have a pervasive impact on students (DelGreco et al., [2018](#)). While their bad behavior can distract pupils from actual knowledge, their positive behavior can raise students' accomplishment (Porter, 2020; Zhang et al., 2012). Research indicates that teachers' attributes and conduct affect pupils' academic performance.

Anwar and Nawaz ([2021](#)) examined the miracle being investigated. It is becoming apparent that the two variables have a positive link. Therefore, the experts have advised that teachers should deal with their students suitably and constructively so that the pupils can learn efficiently and improve their academic performance. Munir et al. (2020) also examined the phenomenon being studied. The investigation results indicated a favorable correlation between the two previously mentioned variables. The study also suggested that professors interact positively with pupils while teaching.

Similar university-level research on the troubling issue was done by Rashid and Zaman ([2018](#)). Their investigation concluded that teachers' verbal and nonverbal behavior significantly impacts how well their students perform (Liu, [2021](#)). For the kids to achieve more, teachers should thus pay attention to both the verbal and nonverbal aspects of behavior (Brey & Pauker, [2019](#)). Flitcroft ([2016](#)) looked at a related study on the same phenomenon. The information was

gathered from the schoolchildren for this reason. The outcomes demonstrated a favorable correlation between the two previously indicated variables. For kids to learn efficiently, the researcher also suggested that teachers behave positively when interacting with or instructing the students. Shahmohammadi (2014) conducted the study and looked into a related occurrence. The two troubling variables were shown to be positively correlated. Favorable behavior on the part of teachers was proven to have a favorable effect on pupils' self-discipline and self-respect. The research findings suggested that teachers adopt and practice positive instructional behavior to facilitate better student self-regulation development (Lawson et al., 2019; Yerdelen & Sungur, 2019).

The results showed a positive correlation between the two pertinent factors, according to Loes et al. (2012). Additionally, the researchers recommended that college instructors act in a way that is constructive toward their students, particularly while providing instruction to help them improve their achievement.

Shah (2009) discovered the impact of the relevant variable on students' academic performance. The information was gathered from Pakistani university students. It showed a confident association between the two factors. The researcher also proposed that teachers model positive instructional behavior for their students. This would raise the academic performance of the pupils (Longobardi et al., 2021; Xie & Derakhshan, 2021).

Statement of the Problem

The goal of the entire educational process is to educate the students. The directions given by the teachers determine the students' education. The research demonstrates that pupils cannot escape their teachers' actions. Whatever the nature of the teachers' actions, it impacts the student's academic performance. Reviewing related literature, however, reveals that studies on the issue in question have been conducted globally and within Pakistan. As a result, this study was carried out to address the gray areas and contribute to an updated understanding of the existing body of knowledge.

Significance of the Study

As indicated, there is still some uncertainty around the subject being studied in the Federal Government Educational Institutes (FGEI) context. As a result, this study will clarify any ambiguities and incorporate the most recent information into the corpus of current knowledge. Teachers working in FGEIs (C/G) will find this study helpful in understanding how their behavior affects their pupils' academic performance. They could model such positive behavior in this way to help their kids achieve more.

2 Methodology

The Positivist paradigm was chosen in order to undertake the current investigation. The survey was used to collect data for this quantitative research project. Since the researcher(s) did not alter the variables, the study was ex post facto. The population of this study consisted of all 10th-grade students enrolled in Government Educational Institutions in Lahore. The Lahore region has 12 secondary schools, six for boys and six for girls. The sample has been chosen using the cluster sampling technique. Each of the 12 schools in the Lahore Region had 1200 pupils enrolled, for a total number of students in each school. Thus, out of the twelve clusters, six (or fifty percent) have been chosen, comprising three schools for males and three for girls. The "Teachers' Performance Valuation Measure" has been used to measure the behavior of the teachers. It comprised sixty items on a five-point Likert scale, ranging from "Rarely" to "Almost Always." Eight groups/indicators have been applied to these sixty items. The utilized instrument has a Cronbach's Alpha of 0.74. It is acknowledged that this reliability value is acceptable. However, the GPA of the pupils has been calculated and is utilized to assess their academic

performance. The researchers visited the sample clusters and collected the data during that time.

3 Data Analysis and Results

For this quantitative research descriptive statistics and inferential statistics were used. Below are given findings of these statistics.

Table 1: Descriptive Statistics Related Factors on Teachers’ Actions

Constructs	M	SD	Skewness	Kurtosis
Teaching Precision	46.36	5.49	-.54	-.09
Teaching Interest	45.71	4.83	-1.27	1.25
Interface with Students	39.61	4.55	-.86	.04
Teaching Society	28.06	3.14	-.87	.31
Instructional Tempo	21.89	2.91	-1.01	.39
Revelation	24.06	2.50	-1.35	2.59
Language during Teaching	22.25	2.87	-1.40	1.62
Relationship	19.49	2.31	-.74	.65
Teachers Attitude	47.46	24.06	-1.03	.53
Students’ Success	4.18	1.21	-1.50	1.14

Table 1 presents various statistics related to teaching dimensions and student success. The mean (M) scores indicate that the highest average score is for "Teachers Attitude" (M = 47.46) and the lowest for "Relationship" (M = 19.49). The standard deviations (SD) show variability within each dimension, with "Teaching Precision" having the highest SD (5.49) and "Students’ Success" having the lowest (1.21). Skewness values suggest that most distributions are negatively skewed, indicating a tail on the left side, with "Students’ Success" having the most substantial negative skew (-1.50). Kurtosis values reveal that most distributions are relatively flat (platykurtic) or slightly peaked (mesokurtic), except for "Revelation," which is highly peaked (leptokurtic) with a kurtosis of 2.59. Overall, the data suggest that teachers' attitudes and instructional practices are skewed toward higher scores, reflecting a generally positive assessment with a moderate spread of scores across the different dimensions.

Table 2: Relationship among Variables

	School Teachers’ Behavior	Students’ Achievement
School Teachers’ Attitude	1	.418
Pupils Performance		1

Table 2 presents the correlation between school teachers' behavior and students' achievement. The correlation coefficient between school teachers' behavior and students' achievement is 0.418, indicating a moderate positive relationship. This suggests that as the quality of school teachers' behavior improves, students' academic achievement tends to increase. The value of 1 for each variable with itself is expected, indicating perfect correlation. Overall, this moderate positive correlation highlights the significance of teachers' behavior in influencing students' academic success.

Table 3: Consequence of Instructors Attitude on their Students’ Achievement

R Square	Adjusted R Square	df	F	p
.175	.173	1	126.42	.000

In Table 3 the R Square value of 0.175 indicates that the behavior of their teachers can explain 17.5% of the variance in students' performance. The Adjusted R Square value, which accounts for the number of predictors in the model, is slightly lower at 0.173, suggesting a significant explanatory power. The degree of freedom (df) is 1, indicating that one predictor variable was included in the model. The F-value of 126.42 is relatively high, demonstrating that the model is

statistically significant. The p-value of .000 confirms that the results are highly significant, suggesting a strong relationship between teachers' behavior and students' performance.

Table 4: Factors of Deterioration

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	-1.04	.468		-2.24	.025
Behavior	.02	.002	.418	11.24	.000

Table 4 displays the outcomes of a regression analysis examining the impact of teacher behavior on student outcomes. The constant term has an unstandardized coefficient (B) of -1.04 with a standard error of 0.468, resulting in a t-value of -2.24 and a significance (Sig.) level of 0.025. This indicates that the constant significantly differs from zero at the 5% significance level. The variable "Behavior" has an unstandardized coefficient of 0.02 with a standard error of 0.002 and a standardized coefficient (β) of 0.418. The t-value for Behavior is 11.24, with a highly significant p-value of 0.000, showing that teacher behavior positively and significantly influences student outcomes. The β value of 0.418 indicates a moderate to strong positive relationship between teacher behavior and student success.

4 Discussion

The findings of current study align with the results of previous studies. The present study resulted in significant role of teachers' action in enhancing academic achievements of secondary school students. The findings affirm with the research done by Anwar & Nawaz, (2021) and Zhang et al., (2012) as showing positive behaviours of teachers resulting improvements of students academically. These positive attitudes include clarity in instruction, empathy, and providing timely and constructive feedback. The data also align with the studies of Blazar & Kraft, (2017) and Doménech et al., (2017) in maintaining effective student-teacher relationship, contributing in designing learning environment and students' motivation to enhance them academically.

The moderate positive correlation ($r = 0.418$) is also evident in previous studies conducted by Alexander, (2020) and Rashid & Zaman, (2018). They believed that teachers' effectiveness is crucial for students' achievement. Moreover, the regression analysis approves that teacher behavior accounts for 17.5% of the variance in student performance, which is statistically significant. This finding underline that nearly one-fifth of what makes students perform better is how teachers conduct themselves in class (Munir et al., 2020).

Teachers' behavior, such as using conditional praise and maintaining a positive attitude, has significantly enhanced students' motivation and engagement (O'Connor et al., 2019; Sun, 2021). On the contrary, negative teacher behavior, such as showing frustration or disengagement, can demotivate students and lead to poorer academic performance (Kahveci, 2023; Humaeroah et al., 2022). Therefore, professional development programs that enhance teachers' communication and interaction skills are essential to promote a supportive learning environment (Opdenakker et al., 2012; Lawson et al., 2019).

The results of this study are consistent with recent findings that link teacher-student interpersonal relationships to academic success (Zheng, 2022). The positive effects of teacher engagement are particularly notable in improving students' self-efficacy, which further promotes higher academic achievements (Flitcroft, 2016). Such findings stress the importance of implementing evidence-based practices that build stronger teacher-student relationships and enhance the overall classroom environment (Hadie et al., 2019).

The implications of these results suggest that school administrations should focus on professional development initiatives that aim to train teachers to foster positive and effective interactions with students. Such training would not only improve academic outcomes but also contribute to the

emotional and psychological well-being of students (DelGreco et al., 2018; Focacci & Perez, 2022). Additionally, regular assessments of teacher behavior and its impact on student performance can help identify areas for improvement and implement targeted interventions (Brey & Pauker, 2019).

In conclusion, the findings emphasize that teachers' positive attitudes and behaviors are crucial for promoting better academic outcomes. The study's contribution is particularly relevant for educational policymakers and practitioners looking to enhance the quality of education through improved teacher training and support. Future research should focus on longitudinal studies to explore the long-term effects of teacher behavior on students' academic trajectories.

Conclusion

To conclude, there exists a significant impact of teachers' actions on secondary school students' achievements. The data showed more variability in some areas like students' interest and engagement, the pace of teaching instruction, etc. The positive relationship between teachers' actions and student's achievements shows positivity in student-teacher interaction. This connection is quite strong, with teacher behavior explaining 17.5% of the differences in student performance. This means that nearly one-fifth of what makes students perform better can be attributed to how teachers conduct themselves. Additionally, the findings show that the positive impact of teacher behavior on student performance is statistically significant. Overall, the results emphasize teachers' crucial role in enhancing their students' academic success, underlining the importance of effective and positive teacher-student interactions.

Recommendations

Given the comprehensive examination of teachers' behavior and its impact on student's achievement, the following practical recommendations are put forth to enhance academic performance:

1. Educational institutions should focus on programs that improve students' interest, foster curiosity in the subject matter, and enhance teaching accuracy.
2. Encouraging positive interactions and clear communication is urgent to create a supportive and effective teaching pace.
3. Teachers' performance and its correlation with student achievement metrics must be regularly assessed to identify areas for improvement.
4. As data analysis indicates, Legislators should provide financial support for teachers to implement evidence-based teaching practices and address areas needing improvement.
5. The government should encourage collaboration among educators, administrators, and researchers to ensure student achievement remains a priority and continually innovate teaching methods.
6. The promotion of a culture of ongoing enhancement and support for teachers' professional growth to maximize positive outcomes and facilitate students' academic success is the need of the hour.

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