



A STUDY OF STUDENTS' LIKING TOWARDS THEIR TEACHERS' BEHAVIOUR IN REFERENCE TO STUDENTS OF DIFFERENT MEDIUM AND GENDER

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Abstract

In order to motivate a child a harmonious relationship between teacher and a learner is essential for the growth of the learner and the development of his/her personality. This relationship has to be positive. It is characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and co-operation. The presented study provides some guidance to know about teachers' behaviour liked by students through their daily interaction. It has been designed to study the significant difference (if any) among four groups of secondary school students of different gender and medium in reference to their liking towards teachers' behaviour inside the class, teachers' behaviour outside the school, teachers' behaviour with colleagues and teachers' behaviour with school management. To achieve the objectives null hypotheses were formed. The presented study has been delimited to male & female students of Hindi and English medium secondary schools of Bareilly city only. "Descriptive survey method" has been applied by the researchers. Through "Stratified Random Sampling Technique" finally 110 students were selected "Students Liking Scale" constructed and standardized by Dr. S.P. Malhotra and Dr B.K. Passi. Was used for data collection. The data was analyzed by using analysis of variance (ANOVA) Presented study reveals that -in reference to Students' liking towards their teachers' behaviour with them inside the class & and with their colleagues, the gender and medium of instruction of students play significant role as they have shown significant difference on these dimensions while in reference to students' liking for their teachers' behaviour with them outside the class & teachers' behaviour with school management, the gender and medium of instruction of students don't play any significant role. But overall, secondary school students of different gender and medium of instruction keep highly significant difference on their liking towards teachers' behaviour variable



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Introduction

Recent qualitative research indicates that high school aged children differentiate between various teachers based on teacher characteristics that benefit the student(s) these researches also revealed that students often expressed the importance of having a caring and approachable teacher who provides written feedback, one-on-one assistance and who is

interested in students' lives outside of school. (**Montalvo, Mansfield & Miller 1995, Montalvo & Roedel, 1995; and Phelan et al., 1992**)

In order to motivate a child a harmonious relationship between teacher and a learner is essential for the growth of the learner and the development of his personality .This relationship has to be positive. It is characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and co-operation. The academic achievement and student behaviour are influenced by the quality of the teacher and student relationship. When students perceived that teachers are supportive and they are participants in a classroom where expectations were appropriate, fair and clearly communicated, students demonstrate better attendance and score higher on assessments: these were predictors of high school graduation rates and the number of students pursuing a college education.(**Klem, A.M.& Connell, J.P. ,2004**).

Students appreciate their teachers when they (teachers) actively listened and encouraged them (students), as well as provided a fun and supportive, yet challenging environment where the entire class could learn. Additionally, students seemed to be much more concerned with the behaviours and treatment from their teachers than with the physical appearance of their teachers.

Caring teachers are in a better position than non-caring teachers to maintain students' interest and cooperation in school, and that a student's perception of the teacher as caring or uncaring influences their level of engagement in school and their persistence in seeking help .(**Phelan and her colleagues, 1992**) .

Rationale of the study:

The strength of an educational system largely depends upon the qualities of the teacher. Teaching is an important aspect of classroom behaviour and teacher effectiveness depends on the way the teacher performs all the activities directed towards the learning process. So in our country there is an unprecedented demand for good teachers to lead the multitudes of school children on the path of progress.

The existing social, political and economic conditions in the country are a challenge to the teachers, among their thinking powers, to rise to the occasion and fulfill the country's expectations in an effective manner. But unless there is clarity about the traits we should look

for in a person which makes him or her effective teacher, how can the right type of candidates be selected for training and the right type of education be imparted to them.

Through this study we may be able to arrive at some acceptable conception of what the students like in their teachers for it may yield some useful data of particular utility.

Through this study we may be able to draw some conclusions which will be helpful for teacher education programme, ultimate aim being, to prepare teachers with the right teaching behaviour. Once the teaching behaviour patterns are acquired by prospective teachers during the course of training, these patterns are sustained and carried over to their assigned positions in the teaching profession till more desired outcome may be achieved. So, through this study, we may make recommendations for improving various components of teacher education for formulating the teacher education programme.

This study helps to modify teacher behaviour. The presented study provides some guidance to know about teachers' behaviour liked by students through their daily interaction with them.

Today, there is a great demand of teacher who plays a critical role in developing proper attitudes in child. Unless, there is clarity about the characteristics of teaching behaviour how the right of an in-service and pre-service education can be provided to them. After reviewing the related literature, it is found that there are few researches have been made in this direction. Mostly, they are based on defining characteristics of good teacher so, there is an urgent need of the hour to conduct study for finding cause and effect relationship between teacher's behaviour and student liking. It was quite interesting to reveal that if student's gender and medium of instruction play a significant role for affecting their liking towards their teaching behaviour. Keeping this in mind researchers have selected this topic for study.

Objectives of the Study:

The presented research has been designed to study the following objectives.

- To study the significant difference (if any) among four groups of secondary school students of different gender (male/ female) and medium (Hindi/ English) in reference to their liking towards teachers' behaviour inside the class .
- To study the significant difference (if any) among four groups of secondary school students of different gender and medium in reference to their liking towards teachers' behaviour outside the class.

- To study the significant difference (if any) among four groups of secondary school students of different gender and medium in reference to their liking towards teachers' behaviour with Colleagues .
- To study the significant difference (if any) among four groups of secondary school students of different gender and medium in reference to their liking towards teachers' behaviour with School Management.
- To study the significant difference (if any) among four groups of secondary school students of different gender and in reference to their liking towards Overall teachers' behaviour .

Hypotheses of the study:

The following null hypotheses were formed for the study:

- There is no significant difference among four groups of secondary school students of different gender (male/ female) and medium (Hindi/ English) in reference to their liking towards teachers' behaviour inside the class.
- There is no significant difference among four groups of secondary school students of different gender and medium in reference to their liking towards teachers' behaviour outside the class.
- There is no significant difference among four groups of secondary school students of different gender and medium in reference to their liking towards teachers' behaviour with Colleagues .
- There is no significant difference among four groups of secondary school students of different gender and medium in reference to their liking towards teachers' behaviour with School Management.
- There is no significant difference among four groups of secondary school students of different gender and medium in reference to their liking towards overall teachers' behaviour .

Delimitation: The presented study has been delimited to male & female students of Hindi and English medium secondary schools of Bareilly city only.

Research Design

- **Research Method:** The presented study was based upon individual survey carried out by the researcher. The purpose of the study is to assess and compare

the level of likings among Secondary school students of different gender and medium studying in Bareilly City.

To achieve the objectives of the study the “Descriptive survey method” was the best suited method and therefore has been applied by the researchers.

- **Population:** The presented study has comprised all the male and female students studying in different Hindi and English medium secondary schools of Bareilly city as the population .
- **Sample and Sampling Technique:** The researchers decided to opt “Stratified Random Sampling Technique” for selecting sample of 120 students of different gender and medium After third (final) stage 110 students among which 54 were male (30 Hindi medium & 24 English medium students) and 56 were female (26 Hindi medium & 30 English medium students) students selected and participated finally .
- **Tool Used_:** To meet the requirement of the study keeping in view the above facts the investigators preferred to use “Students Liking Scale” constructed and standardized by Dr. S.P. Malhotra and Dr B.K. Passi. This scale consists of 30 items, included four aspects of teachers’ behaviour - Students liking for teachers’ behaviour with students inside the class, teachers’ behaviour outside the school, teachers’ behaviour with colleagues and teachers’ behaviour with school management.
- **Statistical Techniques Used:** In order to test the hypotheses, related to significant differences between the four groups of comparisons the data was analyzed by using analysis of variance (ANOVA)

Data Analysis & Interpretation

Table -1: Analysis of variance among secondary school students of different gender and medium on students’ liking towards teachers’ behaviour with students inside the class

Source of variation	Sum of Squares	df	Mean square	F -ratio	Level of Significance
Between Groups.	343.49	3	114.50		Significant
Within Groups	3752.33	106	35.40	3.23	at 0.01 level

Data shown in table -1 reveals that variance among secondary school students of different gender and medium on first dimension i.e. students’ liking towards teachers’ behaviour with students inside the class’ is found significant as the calculated F- value is found significant(F-value = 3.23, p=0.01) at 0.01 level of significance at 109 degree of freedom. Therefore the

first hypothesis which was stated as –“*There is no significant difference among four groups of secondary school students of different gender (male/ female) and medium (Hindi/ English) in reference to their liking towards teachers’ behaviour with Students inside the class*” may be rejected totally.

Table -2: Analysis of variance among secondary school students of different gender and medium on students’ liking towards teachers’ behaviour with students outside the class

Source of variation	Sum of Squares	df	Mean square	F -ratio	Level of Significance
Between groups	287.81	3	96.94	0.83	Not
Within Groups	12247.07	106	115.53		Significant

Data shown in table -2 reveals that variance among secondary school students of different gender and medium on second dimension i.e. students’ liking towards teachers’ behaviour with students outside the class is found insignificant as the calculated F- value is found insignificant (F-value = 0.83, ns) at both level of significance at 109 degree of freedom. Therefore the second hypothesis which was stated as –“*There is no significant difference among four groups of secondary school students of different gender (male/ female) and medium (Hindi/ English) in reference to their liking towards teachers’ behaviour with Students outside the class*” may be accepted totally.

Table -3: Analysis of variance among secondary school students of different gender and medium on students’ liking towards teachers’ behaviour with Colleagues

Source of variation	Sum of Squares	df	Mean square	F -ratio	Level of Significance
Between groups	891.412	3	297.14		Significant
within Groups	8462.99	106	79.84	3.72	at 0.01 level

Data shown in table -3 reveals that variance among secondary school students of different gender and medium on third dimension i.e. students’ liking towards teachers’ behaviour with colleagues is found significant as the calculated F- value is found significant (F-value = 3.72, p=0.01) at 0.01 level of significance at 109 degree of freedom. Therefore the third hypothesis which was stated as –“*There is no significant difference among four groups of secondary school students of different gender (male/ female) and medium (Hindi/ English) in reference to their liking towards teachers’ behaviour with colleagues*” may be rejected totally.

Table -4: Analysis of variance among secondary school students of different gender and medium on students' liking towards teachers' behaviour with school management

Source of variation	Sum of Squares	df	Mean square	F -ratio	Level of Significance
Between groups	238.44	3	79.48		Not Significant
Within Groups	4960.25	106	46.79	1.70	

Data shown in table -4 reveals that variance among secondary school students of different gender and medium on fourth dimension i.e. students' liking towards teachers' behaviour with school management is found insignificant as the calculated f- value is found insignificant (F-value = 1.70, ns) at both level of significance at 109 degree of freedom. Therefore the fourth hypothesis which was stated as –*“There is no significant difference among four groups of secondary school students of different gender (male/ female) and medium (Hindi/ English) in reference to their liking towards teachers' behaviour with School Management”* may be accepted totally.

Table -5: Analysis of variance among secondary school students of different gender and medium on students' liking towards overall teachers' behaviour

Source of variation	Sum of Squares	df	Mean square	F -ratio	Level of Significance	of
Between group	1499.23	3	499.74		Significant	at
Within Groups	11638.7	106	109.80	4.55	0.01 level	

Data shown in table -5 reveals that variance among secondary school students of different gender and medium on overall scores i.e. students' liking towards overall teachers' behaviour is found highly significant as the calculated F- value is found highly significant (F-value = 4.55, p=0.01) at 0.01 level of significance at 109 degree of freedom. Which denotes that secondary school students of different gender and medium of instruction keep significant difference on their liking towards teachers behaviour. Therefore the fifth hypothesis which was stated as–*“There is no significant difference among four groups of secondary school students of different gender (male/ female) and medium (Hindi/ English) in reference to their liking towards overall teachers behaviour”* may be rejected totally.

Major Findings;

- In reference to scores of secondary school students on first and third dimensions i.e. Students' liking towards teachers' behaviour with students inside the class & Students' liking towards teachers' behaviour with colleagues, the gender and medium of instruction of students are found playing significant role as they have shown significant difference on these dimensions.
- While in reference to scores on second and fourth dimensions i.e. students' liking for teachers' behaviour with students outside the class & Students' liking towards teachers' behaviour with school management, the gender and medium of instruction of students are found with insignificant role.
- Finally on overall scores, secondary school students of different gender and medium of instruction have been shown highly significant difference on their liking towards teachers' behaviour variable.

Educational Implications

The findings of the presented study are quite hopeful and may be utilized for creating a conducive class environment as it was evident from the study that the teachers' behaviour has a great impact on students' liking. The teacher who is liked more helps the student in motivating for satisfactory progress towards learning.

In today's scenario where there is tough competition, the academic success and high achievement are of great concern, the need and importance of such study may be understood.

The findings of this study are beneficial to the teachers, administration and other staff members as we know about the traits which may be useful for developing positive teacher-student relationship, teacher-administration relationship as well as teacher-staff relationship.

The findings of the presented study are helpful in developing healthy interaction between teacher and student as teachers are responsible for healthy and supportive environment which may generate positive attitude and satisfaction among students towards their teachers.

The findings of the presented study are also helpful in the designing and implementation of teacher education programmes. Teacher training programmes can be designed that the qualities which are liked by students are incorporated into pupil teachers during the teaching programmes itself. These results will also be useful to policy makers and school management.

for designing appropriate teacher selection procedures where these qualities can be evaluated at the time of recruitment itself.

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