The Influence of Teacher's Behavior on the Student's Self-Regulation

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Abstract*: It is common knowledge that a good teacher can turn a student's life around. This research article discusses the influence of teacher's behavior on the Self-Regulation behavior of university students. All the teachers and students of Hyderabad universities (13 universities) constituted the population. The sample of the study is 1080, consist of 180 faculties and 900 students That randomly selected from five universities out of 13 universities in Hyderabad. Two questionnaires were developed and validated through pilot testing and administered to the sample for the collection of data. The researcher personally visited respondents, thus 100% data were collected. The collected data were tabulated and analyzed by using chi-square and Pearson's product moment coefficient of correlation (r). The major conclusions of the study were that teachers felt proud to be teachers, they adjusted themselves with the prevailing situation and circumstances, and they used different motivational techniques for teaching. Majority of the both faculties (48%) and students (50%) indicated that important qualities of teacher's Behavior were punctuality, honesty, hardworking, friendly, confident and competency. 69% of the students opined that they participated actively in the classes because they had a sincere relationship with their teachers and also 67% of students didn't like teachers think badly of them if they didn't it. Majority of the students informed that they understand some of lessons better because their teacher explained the lesson very well (88%) and use different teaching techniques in class(74%). hence, teacher's friendly behavior and teacher's attitude toward the students had impact on activities and self-regulation behavior in students.*
Key Words : *Faculty, Higher Education, Self-Regulation , Student, Teacher behavior, University,*

I. Introduction

It is common knowledge that a good teacher can turn a student's life around. Over the years, educational researchers have investigated many factors considered to affect student learning. At the heart of this line of inquiry is the core belief that *teachers make a difference*. Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful.

Teaching is an arrangement and manipulation of a situation in which there are gaps or obstructions and where an individual tries to overcome the problem from where he learns (Iqbal, 1996). Teachers and administrators of all categories and levels should be aware of the roles played by them in the present context of education. They should understand that their roles and behaviors are not fixed, but are revolving around the influence of changes taking place in a society and the educational system itself (UNESCO, 1975). Hence, Behavior is a response which an individual shows in his environment at different times.

The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli; anything that an organism does that involves action and response to stimulation (UNESCO, 1986). Behavior is an observable, identifiable phenomenon (Joyce, 1980). Teachers also need to be thoughtful in the way in which they react to students' comments. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students (Derk, 1974).
Self-regulation is a complex concept, including various features of the learner and his or her environment that have an impact on the learning process (Zimmerman, 1989). the influence of teacher's behavior plays an important role in the Self-Regulation behavior of students. Behavior is a description of the observable outcome of teacher and student performance in different activities of institutions. Behavior may be positive or negative and effective or ineffective. The main purpose of this study was to investigate the influence of teachers' behavior on the Self-Regulation behavior of university students.

Self-regulation is somewhat easier to define than understand. It has been described as "the process whereby students activate and sustain cognitions, Behaviors, and affects, which are systematically oriented toward attainment of their goals" (Schunk & Zimmerman, 1994, cited by Boekaerts, 1997, p. 171).

Pintrich (2000) offers the following working definition of self-regulation learning : Self-regulated learning is an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behaviour, guided and constrained by their goals and the contextual features of the environment. These self-regulatory activities can mediate the relationships between individuals and the context, and their overall achievement(p.453).

These processes can be focused on the attainment of a specific educational activity or can be supportive of the attainment of an educational goal, such as course grade or degree achievement (Zimmerman, Bonner & Kovach, 1996). Students who can self-regulate their learning behaviors are more likely to perform successfully than students with low self-regulation (Schunk, 1993).

According to Herman and Polivy (2004), self-regulation mechanisms are utilized when our typical regulatory process do not accomplish what is desired. When an individual cannot count on automatic regulation to get him/her where he/she wants to go, one must deliberately alter the regulatory landscape by introducing new interventions or mechanisms designed to remedy the situation.

According to Hopkins (1993) successful students consistently rated their teachers first as friends, second as helpers, and third as teachers. He concluded that the students who primarily saw their teacher as friends made the greatest overall progress and displayed a strong level of commitment of course work.

Overall, self-regulated students experience more academic success than those who do not self-regulate (Montalvo & Torres, 2004; Schloemer & Brenan, 2006). Students who self-regulate believe change and success are possible. Therefore, they proactively use strategies to achieve their goals.

Currently, much domain-specific research is done using specific terminology, with regard to specific aspects of self-regulation. The present challenge mainly refers to the integration of the domain-specific approaches and models. More than 2,700 references could be found for the term "self-regulation" in the data base of the American Psychological Association (PsychINFO).

An essential aspect of research in the field of self-regulation is the assessment of self-regulation behavior. Questionnaires on the basis of self-reported data are most often used. Well-known examples are the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & McKeachie, 1993), or the Learning and Study Strategies Inventory (LASSI; Weinstein, 1988).

The purpose of the study was to examine the Self-Regulation behavior of the university students as a result of the teacher's behavior. The study adopted the expo-facto type using the descriptive survey design type.

II.   Methodology

Design Of The Study

The design of the study is a descriptive survey which attempts to collect data from members of a population in order to determine the current status of the population

Area Of The Study

The study was carried out in Universities of Hyderabad City (Andhra Pradesh state, india).

Population Of Study

The target population comprised of all the faculties and the students of universities /degree awarding institutions (include state, central, and deemed universities) in Hyderabad. According to Higher Education Department and UGC website directory, 13 universities /degree awarding institutions were imparting higher education in Hyderabad . The faculties and the students of these universities were the target population.

III.   Sample And Sampling Techniques

The sample consisted of 1080 include 180 faculties and 900 students of universities, that randomly selected from five universities out of 13 universities in Hyderabad (in Andhra Pradesh state). Cluster sampling type is used for sampling. Five universities include: Osmania University (OU), University of Hyderabad (UoH), Jawaharlal Nehru Technological University (JNTU), The English and Foreign Languages University (EFLU) and Maulana Azad National Urdu University (MANUU).

IV.   Instrument For Data Collection

Two questionnaires were used with a five-points rating scale in order to collect the views of university faculties and students about Self-Regulation behavior of the students. The researcher personally visited five universities and collected views regarding behavior of teachers on Self-Regulation behavior of students. The

collected data were analyzed by using Chi square and Pearson product movement co-efficient of correlation (r).

The instruments used for data collection of faculties was a 15 items and students questionnaire was 15 items (SRQ), that developed and validated by the researcher. The internal consistency of the instruments was determined using Cronbach alpha method and the coefficient of internal consistency obtained was 0.849 (Faculty Questionnaire) and 0.80 (Students Questionnaire).

V.   Results

In this study mean of age of Faculties is 47.05 years and mean of years of experience is 15.95 years. more than half of the faculties (63.33%) are male, whereas, another 36.67% are female candidates. And also half of faculties (50%) are Assistant Professor, whereas, 31.11% are Professor and 18.89% are Associate Professor. on the other hand, mean of age of students is 26.05 and more than half of the students (58.45%) are male, whereas, another 41.55% are female candidates.

In the light of objectives of the study the statistical analysis and findings of the study, the following findings were drawn:

TABLE 1: RESPONSE OF FACULTIES

S. No	STATEMENT		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	X^2
1	You feel proud to be called as teacher.	F	150	30	-	-	-	180	470
		%	83.33	16.67	-	-	-	100	
2	Teachers adjust their self with the prevailing situation and circumstances of the university.	F	75	93	12	-	-	180	221.5
		%	41.67	51.67	6.66	-	-	100	
3	Teachers strive for continuous improvement in their knowledge and skills.	F	111	69	-	-	-	180	294.5
		%	61.67	38.33	-	-	-	100	
4	Teachers make the teaching effective with different teaching techniques.	F	82	98	-	-	-	180	273.5
		%	45.56	54.44	-	-	-	100	
5	Teachers listen to the students with patience and tolerance and guide them in their spare time.	F	129	51	-	-	-	180	354.5
		%	71.67	28.33	-	-	-	100	
6	Teachers enjoy a friendly relation with their students.	F	120	60	-	-	-	180	320
		%	66.66	33.34	-	-	-	100	
7	Teachers show interest and respect to all the students.	F	106	74	-	-	-	180	284.2
		%	58.89	41.11	-	-	-	100	
8	Teachers use different evaluation techniques during teaching.	F	90	73	-	17	-	180	201
		%	50	40.56	-	9.44	-	100	
9	Teachers participate in co-curricular activities of the university.	F	25	143	12	-	-	180	409.4
		%	13.89	79.44	6.67	-	-	100	
10	Teachers relate the subject matter with lives of the students.	F	68	93	19	-	-	180	198.7
		%	37.78	51.67	10.55	-	-	100	
11	Teachers treat students without discrimination.	F	84	61	21	14	-	180	137
		%	46.67	33.89	11.67	7.77	-	100	
12	Teachers guide and appreciate the students to develop a sense of humor.	F	60	101	19	-	-	180	213.4
		%	33.34	56.11	10.55	-	-	100	
13	Teachers perform their duty regularly and punctually.	F	108	72	-	-	-	180	288
		%	60	40	-	-	-	100	
14	Teachers focus on character building of the students.	F	68	104	8	-	-	180	250.6
		%	37.78	57.78	4.44	-	-	100	
15	Teachers maintain democracy in the classroom	F	49	131	-	-	-	180	363.4
		%	27.22	72.78	-	-	-	100	

* Significant df = 4   Table value x2 at 0.05 level = 9.488

Table 1 shows that x^2 values of the responses of teachers are greater than the table values 9.488 at 0.05 level of significance for 4 degree of freedom. Hence, all the statements are accepted.

Analysis of Table 1 of the teacher's intention showed that 89% of teachers related the subject matter to the lives of the students. 100% of faculties enjoyed a friendly relation with their students , and 100% of them listened to the students with patience and tolerance and guide students in spare time, and also 80% of them were treated students without discrimination . They adjusted themselves with the prevailing situations and circumstances and strived for continuous improvement in their knowledge and skills. They also used different evaluation techniques while teaching. They awarded marks fairly and also participated in co-curricular activities. 96% of Teachers focused on character building of the students and 100% of teachers maintained freedom and democracy in the classroom. Finally, Faculties expressed that priority wise, punctuality, honesty and hard work are important qualities of Good teachers.

TABLE 2 : RESPONSE OF STUDENTS

S. No	Statement		Responses								
A.	**I will participate actively in the classes, Because:**		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	X^2	Mean	Mode
1	I feel participate in the classes is a good way to improve my knowledge.	F	300	408	180	12	-	900	705.6	4.1	4
		%	33.33	45.34	20	1.33	-	100			
2	I don't like teachers think badly of me if I didn't.	F	120	488	262	16	14	900	886.8	3.76	4
		%	13.33	54.22	29.11	1.78	1.56	100			
3	if I don't participate regularly in the classes, I lost attendance marks.	F	245	415	78	5	157	900	561.1	3.65	4
		%	27.23	46.11	8.67	0.55	17.44	100			
4	I learn valuable lessons from my teachers if I did	F	270	353	180	97	-	900	429.5	3.3	4
		%	30	39.22	20	10.78	-	100			
5	I would feel bad about myself if I didn't .	F	59	61	180	420	180	900	480	2.33	2
		%	6.56	6.78	20	46.66	20	100			
B.	**I am likely to follow my Faculties suggestions, because :**										
6	I would get a good grade if I do what he/she suggests.	F	413	364	34	25	64	900	816.3	4.15	5
		%	45.89	40.44	3.78	2.78	7.11	100			
7	I believe my instructor's suggestions will help me effectively.	F	235	444	108	41	72	900	604.9	3.8	4
		%	26.11	49.33	12	4.56	8	100			
8	I want My teacher to think that I am a good Student.	F	444	316	46	74	20	900	794.3	4.2	5
		%	49.33	35.11	5.11	8.23	2.22	100			
9	it's important to me to do well at that course.	F	315	493	38	54	-	900	1025.7	4.19	4
		%	35	54.78	4.22	6	-	100			
10	I would probably feel guilty if I didn't comply with my instructor's suggestions.	F	326	244	119	91	120	900	225.8	3.62	5
		%	36.22	27.11	13.22	10.11	13.34	100			
C. I can understand some of the lessons better, because:											
11	I've read that lesson before class	F	133	270	44	226	227	900	184	2.84	4
		%	14.78	30	4.89	25.11	25.22	100			
12	my teacher explains the lesson well	F	200	591	35	21	53	900	1287.5	3.96	4
		%	22.22	65.67	3.89	2.33	5.89	100			
13	In class, I can focused well on lesson	F	146	514	108	60	72	900	799.7	3.67	4
		%	16.22	57.11	12	6.67	8	100			
14	My classmates to help me	F	26	364	174	183	153	900	324.1	2.9	4
		%	2.89	40.44	19.34	20.33	17	100			
15	The teacher uses different teaching techniques well	F	246	418	174	-	62	900	596.4	3.87	4
		%	27.33	46.44	19.34	-	6.89	100			

* Significant df = 4   Table value x2 at 0.05 level = 9.488

Table 2 shows that x^2 values of the responses of students are greater than the table values 9.488 at 0.05 level of significance for 4 degree of freedom. Hence, all the statements are accepted except statements 5, 11 and 14, since the trend of responses were found towards Disagree and Strongly Disagree. hence, statements 5, 11 and 14 are rejected.

Analysis of Table 2 of the students showed that: 69% of the students opined that they participated actively in the classes because they learn valuable lessons from their teachers and also 67% of students didn't like teacher think badly of them if they didn't it. hence, teacher's friendly behavior and teacher's attitude toward the students had impact on activities and self-regulation behavior in students. Therefore, this study showed that causes of students participate actively in classes, are (descending):

1. They feel participate in the classes is a good way to improve their knowledge (Mean=4.1)(Autonomous Regulation);
2. They don't like their teachers think badly of them if they didn't (Mean=3.76)(Controlled Regulation);
3. If they don't participate regularly in the classes, they lost attendance marks (Mean=3.65)(Controlled Regulation);

- ✓ 85% of the students expressed that they were likely to follow their teacher suggestions, because they like teacher to think that they are good students and also, 90% of students opined that it's important for students that to do well at that course . Hence, this study showed that causes of students are likely to follow Faculties suggestions, include (descending):
  1. They want their teacher to think that they are a good students (Mean=4.2)(Controlled Regulation);
  2. It's important to them, to do well at that course (Mean=4.19)(Autonomous Regulation);
  3. They would get a good grade if they do what he/she suggests (Mean=4.15)(Controlled Regulation);
- ✓ Majority of the students informed that they understand some of lessons better because their teacher explained the lesson very well (88%) and use different teaching techniques in class(74%). Therefore, This study showed that causes of students can understand some of the lessons better, include (descending):
  1. Their teacher explains the lesson well (Mean=3.96)(Controlled Regulation);
  2. Their teacher uses different teaching techniques well (Mean=3.87)(Controlled Regulation).
  3. They can focused well and concentrate fully on lesson (Mean=3.67)(Autonomous Regulation);
- ✓ The results from the Chi square analysis $\chi 2$ showed that Majority of Student believed in a meaningful way that their teachers show great effort for explaining the lesson content.
- ✓ The results driven from Chi-squared analysis clarified that majority of the students believed that their teachers have a behavior that is friendly along with companion and sympathy with students. And also, majority of Student considered their teachers as a superior model to them.

VI.   Discussion

Despite ongoing debates about whether, and how much teachers make a difference in student learning relative to a host of other factors assumedly affecting student learning (Wang, Haertel & Walberg, 1993), and whether particular elements of teaching can be systematically and causally linked to student achievement (Scriven, 1990), the results of this study well document that the most important factor affecting student learning is the teacher and teacher behavior.

The majority of teachers opined that they felt proud to be a teacher. They adjusted themselves with the prevailing situation and circumstances of the university. They improved their knowledge and skill through participating in professional development activities and they adequately prepared their lesson before going to the class daily. Teachers also used different teaching techniques to make teaching effective. Teachers listened to the students with patience and tolerance and guided them in their spare time. they made students participate in co-curricular activities, and gave feedback to the students with constructive criticisms. Teachers expressed that they focused on character building of the students and they showed their intention by relating the subject matter to the lives of the students.

The current research showed that the interest in self-regulation among students has significant relationship with the already mentioned issues. The teacher's model and his respect toward the students' character encourages them in effective self-regulation. As well, the teacher's effort in explaining the lesson content is considered a positive cause by the students and has significant relationship with their interest in self-regulation. In other words, the teacher's ability and skill in teaching and explaining the lesson content has correlation with self-regulation in the students.

The results of this research show that the teacher's friendly behavior toward the students is an effective cause in encouraging the students toward self-regulation. On this basis it can be said that the constructive teacher-student relationship is of the main elements of suitable behavior in educational environments. These findings match the findings of some other researches (Shahni, 1991; Crowley, 1993; Wallace, 1994) as well. On the contrary when the teacher-student relationship is not as friendly, it is possible that the students behaviors who reject the school rules to increase (Kennedy, 1995; Galloway & Rogers, 1994; Wallace, 1994).

The results of this research showed that the teachers focused on character building of their students. Reddy (1992) also supported by this idea he expressed that the most important duty of a teacher is character building. He should be a model of unity, faith and discipline. In order to inculcate the sense of integrity, cooperation, patriotism and self-respected, he has a display in the form of students attitude.

VII.   Suggestions

Study results revealed that punctuality, honesty, hardworking, friendly, confident and competence are more important qualities of teacher's behavior likewise frankness of teachers with students and helping students at any rate, lenient treatment, little tolerance, strict, moody and aggressive attitude, non punctuality, lack of will power, lack of

confidence, anger, confusion and lack of communications are causes which affect academic achievement of the university students.

It is therefore, recommended that teacher's behavior be changed in such a way that the causes which affect the academic achievement can be overcome. These causes can be improved by introducing the subjects (Ethics and Behaviorism) in teacher's training.

Correlation between teacher's behavior and self-regulation behavior showed that they were highly positive correlated. So positive teacher's behavior development should be emphasized in teacher training. The training should be based on psychological guidance for which can improve the teacher's behavior. Before recruitment the teacher should go through a rigorous behavior measurement process, resultantly teacher can create positive behavior towards students, which is better for their academic achievement and controlled student's behavior.

The study results revealed that teacher-student relationship should be have defined strategy. So, Strategies for the establishment of a quality teacher-student relationship include:

- ✓ Teacher-student relationship should be based on the general principles teachers follow at work, such as fairness and honesty. If teachers do not stick to these principles, students will hardly respect them.
- ✓ Teachers should play a proactive role in the construction of the relationship with students. Although students also take part in the interaction, it is the teacher's role to lead. Teachers should boast a degree of confidence required to build and keep a strong classroom relationship.
- ✓ Teachers should know the students and understand their needs. Teachers should get to know each student and his or her individual skills and necessities; get familiar with their interests and intellectual potential. Understanding the cultural background and personality of each student is a key step to building a successful teacher-student relationship.
- ✓ Classroom interaction should be based on respect and self-esteem. Students should learn to both give and receive respect.
- ✓ Teachers should use effective discipline models.
- ✓ Classroom work should be interesting and fun. Students should have certain control over their work in order to feel commitment and engagement with learning.
- ✓ Teachers can strengthen their relationship with students if they actually enjoy the time spent in the classroom. Creating a pleasant environment is not in conflict with keeping a professional distance.
- ✓ A "win-win" situation in classroom can be achieved through a synergy between teacher and students using the balance of power. Power is held by both parties in the relationship. When teachers try to take over the entire control in the classroom, students try to react and even argue their authority. On the other hand, if students share the power with the teacher, the interaction is much more constructive as they feel commitment.
- ✓ Both verbal and nonverbal communication should be very clear. Teachers should make sure they understand students and that students understand them. A good communication is essential for any relationship.
- ✓ Teachers should find a way to motivate students. A relationship will hardly work if one of the parties is not willing to participate. The same works for teaching and learning.

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