Students Attitude toward Teacher's Behavior in Hyderabad Universities

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Abstract- Adequately defining the students' perceptions about teachers has been at the core of much research and controversy for many years. This research article investigated the attitude of university postgraduate students to Their teacher's behavior. All the students of Hyderabad universities (13universities) constituted the population. The sample of the study is 900 students That randomly selected from five universities out of 13 universities in Hyderabad. A questionnaire was 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 SPSS. Results showed that majority of the Postgraduates have a positive attitude to their Teacher's behavior. The major conclusions of the study were that Students were found to be satisfied with the positive behavior of their teachers. half of students indicated that important qualities of teacher's Behavior were punctuality, honesty, hardworking, friendly, confident and competency.

Index Terms- Teacher Behavior , Students Attitude , University, faculty

I. INTRODUCTION

It is common knowledge that a good teacher can turn a student's life around. 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. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. 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).

Attitude are inner feeling or beliefs of an individual towards particular phenomena. One of the chief objectives of education is the development of desirable attitude in the individuals. Attitudes are an expression of inner feelings and beliefs that the reflect whether a person is favourably or unfavourably pre-disposed to some phenomenon. It is also to be kept in view that education is required to develop several attitudes in the students; attitude towards self; attitude towards studies; attitudes towards others; an attitude towards certain ideals etc.

Le Roux (1994: 06) defines attitude to be a positive or negative emotional relationship with or predisposition toward an object, institution or person . Pointing to yet another definition, Brecker and Wiggins (1991: 137), defined Attitude as enduring non-verbal features of social and physical world, and they are acquired through experience and exert a directive influence on behaviour . Both these definitions reveal that, an attitude can be understood as an emotion that has an influence on the behaviour of human beings.

Chambers and Pettman (1986) have shown that both feelings and information are critical factors in the formation of attitudes, and that these are critical components of understanding.

Attitudes are closely related to opinions. A distinction made, however is that a person can state his opinion in word but may not be able to express his attitude by his action. Attitudes therefore have, according to Lord (1997:222) three elementary components:
(1) The cognitive component,
(2) The feeling or affective component and,
(3) The actions or behavioural component.

Behavioral components consists of the tendency, to act or react to the object in certain way. Positive or favourable attitude decides the course of life.

Behavior is a response, which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary. Dusenbery, (2009) stated that "Behavior can be regarded as any action of an organism that changes its relationship to its environment. Behavior provides outputs from the organism to the environment." The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli (UNESCO, 1986); anything that an organism does that involves action and response to stimulation (UNESCO, 1986).

There is no doubt that teachers play a major role in what happens in their classrooms. Teachers provide a leadership or guiding role in the teaching and learning context and therefore are extremely influential. A University teacher plays many roles. Some of the roles are Guide, Counselor, Disciplinarian, Custodian, Evaluator, Curriculum developer, Lifelong, learner, Extension worker, Researcher / Innovator, Organizer of co-curricular activities, Administrator, etc. 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).

A number of studies have indicated that the personality and behaviour of the teacher is very important in the formation of

students' attitudes (Fontana, 1988; Moore, 1993). In such a case teachers may easily forget about issues relating to students attitudes and see the problem as merely a situation of poor performance or lack of motivation on the part of the student. What the teachers may not realize is that the problem may be as a result of differences in personality.

II.   STATEMENT OF THE PROBLEM

[1] Iniobong (2008), opined that the future of any nation depends on the quality of teachers. The maxim that no educational system can rise above the quality of its teachers and that no nation can rise above the level of its teaching staff shows the role of the teacher and teacher education programs in national development.

[2] It is very important to find Students attitudes to the characteristics of Teacher's Behavior, knowledge, skills of the university students in Hyderabad. Therefore, at university level teacher's positive Behavior, interaction with students, professional competencies, teaching skills, parental involvement, students own capabilities and university environment, all play critical role for strengthening the potential required for better academic achievement of university students.

This study enable the teachers to be well prepared for the assumption of duty as professionally, motivated, conscientious and efficient classroom teacher who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of educational system. Hence, The purpose of the study was to examine Postgraduate Students Attitude toward their teacher's behavior in Hyderabad universities. The study adopted the expo-facto type using the descriptive survey design type.

RESEARCH QUESTION:
What is the nature of students' attitude towards teacher's behavior?

III.   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 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 students of these universities were the target population.

SAMPLE AND SAMPLING TECHNIQUES
The sample consisted of 900 students of universities That randomly will select from five universities out of 13 universities in Hyderabad (in Andhra Pradesh state). Cluster sampling type is used for sampling.

INSTRUMENT FOR DATA COLLECTION
A questionnaire was used with a five-points rating scale in order to collect the views of university students about the teachers' behavior. The instrument used for data collection was a 30 item that developed and validated by the researcher. The internal consistency of the instrument was determined using Cronbach alpha method and the coefficient of internal consistency obtained was 0.849. .

IV.   PROCEDURE OF THE STUDY

In order to get data from the respondents through the above instruments, the researcher visited the sample universities personally and administered the questionnaires to the sample students. The respondents were requested to record their free, frank and independent responses. An assurance was given to the respondents that their responses shall be kept confidential and information collected will be used only for the purpose for it was collected.

The researcher personally visited five universities and collected views regarding behavior of teachers. The collected data were analyzed by using SPSS software.

V.   RESULTS

In this study 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: RESPONSES OF STUDENTS

S. No	Statement		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	x^2
1	Your faculties have a command on their subjects.	Responses	336	510	24	24	6	900	1178.8
		Percentage	37.33	56.67	2.67	2.67	0.66	100	
2	Your faculties are punctual for their classes/lectures come and leave the class on time.	Responses	438	373	24	60	5	900	962
		Percentage	48.67	41.44	2.67	6.67	0.55	100	
3	Your faculties are friendly and	Responses	270	564	21	40	5	900	1283.6

	approachable.	Percentage	30	62.67	2.33	4.44	0.56	100	
4	Your faculties come to class well prepared for the lecture teaching.	Responses	288	453	94	12	53	900	766.3
		Percentage	32	50.33	10.44	1.34	5.89	100	
5	Your faculties start the lesson in an appropriate manner and finish it in a planned way.	Responses	225	540	135	-	-	900	1102.5
		Percentage	25	60	15	-	-	100	
6	Your faculties share their personal experience with you.	Responses	245	416	78	135	26	900	533.7
		Percentage	27.22	46.22	8.67	15	2.89	100	
7	Your faculties give you individual attention in their spare time, and provide suggestions for your academic improvement something nice to you.	Responses	245	415	78	5	157	900	561.1
		Percentage	27.23	46.11	8.67	0.55	17.44	100	
8	You enjoy friendly and mutual trust with faculties .	Responses	315	493	38	54	-	900	1025.7
		Percentage	35	54.78	4.22	6	-	100	
9	Your faculties provide you with relevant information/explanations to explain the points of subjects matter.	Responses	200	591	35	21	53	900	1287.5
		Percentage	22.22	65.67	3.89	2.33	5.89	100	
10	Your faculties behave more nicely to some students.	Responses	180	269	270	46	135	900	200
		Percentage	20	29.89	30	5.11	15	100	
11	Your faculties lay emphases on completion of course work in time.	Responses	235	444	108	41	72	900	604.9
		Percentage	26.11	49.33	12	4.56	8	100	
12	Your faculties appreciate you with good words, when you perform well in the class.	Responses	444	316	46	74	20	900	796.3
		Percentage	49.33	35.11	5.11	8.23	2.22	100	
13	Your faculties appear confident and competent during lectures.	Responses	384	385	57	74	-	900	791.1
		Percentage	42.67	42.78	6.33	8.22	-	100	
14	Your faculties like some students more and favour them unduly.	Responses	198	306	170	135	91	900	145.8
		Percentage	22	34	18.89	15	10.11	100	
15	Your faculties dress-up formally, neatly and soberly.	Responses	413	364	34	25	64	900	816.3
		Percentage	45.89	40.44	3.78	2.78	7.11	100	
16	During teaching, your faculties use reference books and prepared notes.	Responses	183	476	91	86	64	900	654.6
		Percentage	20.33	52.89	10.11	9.56	7.11	100	
17	Your faculties become nervous when clarifications are sort.	Responses	59	61	180	420	180	900	480
		Percentage	6.56	6.78	20	46.66	20	100	
18	Your faculties encourage you to participate in co-curricular activities.	Responses	326	244	119	91	120	900	225.8
		Percentage	36.22	27.11	13.22	10.11	13.34	100	
19	You are satisfied with your teacher's methodology.	Responses	270	353	180	97	-	900	429.5
		Percentage	30	39.22	20	10.78	-	100	
20	Your faculties take extra time to explain difficult points.	Responses	360	330	60	150	-	900	570
		Percentage	40	36.66	6.67	16.67	-	100	
21	Your faculties relate the topic with real life situations through different examples.	Responses	291	519	46	44	-	900	1089.4
		Percentage	32.33	57.67	5.11	4.89	-	100	
22	Your faculties use different teaching techniques.	Responses	246	418	174	-	62	900	596.4
		Percentage	27.33	46.44	19.34	-	6.89	100	
23	Responses of the students are listened to patiently	Responses	146	514	108	60	72	900	799.7
		Percentage	16.22	57.11	12	6.67	8	100	
24	Your faculties are efficient in their duties.	Responses	383	307	110	30	70	900	538
		Percentage	42.56	34.11	12.22	3.33	7.78	100	
25	Your faculties use their voice effectively during the teaching.	Responses	300	408	180	12	-	900	705.6
		Percentage	33.33	45.34	20	1.33	-	100	
26	Your faculties motivate students through different techniques.	Responses	266	450	86	68	30	900	689.8
		Percentage	29.56	50	9.56	7.55	3.33	100	
27	Your faculties come to class in a happy/cheerful mood.	Responses	270	380	136	70	44	900	447.9
		Percentage	30	42.22	15.11	7.78	4.89	100	
28	Your faculties make classroom	Responses	120	488	262	16	14	900	886.8

	environment conducive for learning.	Percentage	13.33	54.22	29.11	1.78	1.56	100	
29	Your faculties focus on character building of the students.	Responses	178	305	251	133	33	900	349.1
		Percentage	19.78	33.89	27.89	14.78	3.66	100	
30	Your faculties create democratic environment for over all development of students.	Responses	26	364	174	183	153	900	324.1
		Percentage	2.89	40.44	19.34	20.33	17	100	

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

Table 1 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 10 and 17, since the trend of responses were found towards Disagree and Strongly Disagree. hence, statements 10 and 17 are rejected.

The summary Table 1 shows that in the opinions of students 30 items were accepted out of 32 and only 2 items were rejected. It means that the generally Behavior of teachers was positive and Students Attitude to their teacher's behaviour were positive. Only 2 items were rejected which showed that Majority of the students opined that their teachers behaved more nicely to some students and they gave them undue favor and also, A majority of the students opined that their teachers did not become nervous on asking questions during teaching.

Analysis of Table 1 of the student's intention showed that :

✓ Majority of the students opined that their teachers had command on subjects (95%) and they were punctual for their classes and came and left the classes on time (90%). 93% of students expressed that their faculties were friendly and approachable, but 50% of faculties behaved more nicely to some students and 56% of them had like some students more and favoured unduly.

✓ 82% of students opined that faculties came to class well prepared, and 85% of them were started the lesson in an appropriate manner and finished it in a planned way. And also 76% emphasized on completion of course work in time..

✓ 74% of students informed that their faculties shared their personal experience with students, and 73% of faculties had encouraged student to participate in co-curricular activities. Majority of the students held that their teachers were confident and competent (85%) and well dressed (86%), listened students patiently (73%) and used different teaching techniques (74%) . 66% of Faculties did not became nervous on asking questions during teaching, and 72% of them came in class with a happy mood . Students viewed that 73% of their teachers used reference books and prepared notes, and 77% toke extra time to explain difficult points, and 90% of faculties related the lesson topic with real life .

✓ Majority of students held that their teachers used different motivational techniques (80%) and also 69% of students were satisfied with teaching methodology of their teachers. and their teacher made classroom environment conducive for learning (68%), and create democratic environment (43%). 90% of the students expressed that they enjoyed friendly and mutual trust with faculties, and 85% of their faculties appreciated students with good words.

Table 2 : Suggestions and important qualities in the Behavior of a good teacher.

Suggestions and important qualities in the Behavior of a good teacher.	Responses	Percentage
Friendly, confident, competent.	444	49.34%
Regular, Punctual, command on relevant subjects	201	22.33%
Humble, Polite, simple but well dressed.	96	10.67%
Having good communication skills, focus on relevant topics, apply all modern techniques when necessary.	76	8.44%
Encouraging, Entertaining, give individual attention.	43	4.78%
Democratic , constructive critic, Positive behavior and good sense of humor.	40	4.44%
Total	900	100%

Table 2 shows that in opinions of the Students, three of most important qualities in the Behavior of a good teacher are:
1. Friendly, confident, competent (49.34%)
2. Regular, Punctual, command on relevant subjects (22.33%)
3. Humble, Polite, simple but well dressed (10.67%).

Table 3: Suggestions to improve the impact of teacher's behavior on the academic achievement of university students.

Steps for improvement of teacher's behavior on the academic achievement of university students.	Responses	Percentage
Teachers should come in class with well prepared.	354	39.33%
Teachers should behave equally to the opposite sex.	270	30%
Teachers come in class in time and finish it when the period over.	136	15.11%
Teachers should keep a little bit distance between a students and himself and do not share his personal problems with the students, especially opposite sex.	84	9.33%
Teachers must possess a strong character.	33	3.67%
Teachers should not discouraged	23	2.56%

in whole class and give more attention to weak students.		
Total	**900**	**100%**

Table 3 shows that in opinions of the Students, three of most important Suggestions to improve the impact of teacher's behavior on the academic achievement of university of students are:
1. teachers should come in class with well prepared(39.33%).
2. teachers should behave equally to the opposite sex(30%).
3. teachers come in class in time and finish it when the period over(15.11%)

VI.   DISCUSSION

The summary Table 1 shows that in the opinions of students 30 items were accepted out of 32 and only 2 items were rejected. It means that the generally Behavior of teachers was positive and Students Attitude to their teacher's behaviour were positive.

The majority of students agreed that the teachers used different motivational techniques, such as observation, rating scale, peer appraisal, and check-lists to assess the students. 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. students agreed that teachers awarded marks in examinations without discrimination, they made students participate in co-curricular activities, and gave feedback to the students with constructive criticisms.

The majority of students pointed out that their teachers provided relevant information while explaining the points of subject matters to them. They also expressed that their teachers appreciated them with kind words about their good performance. Their teachers used reference books and prepared notes and they made the classroom environment conducive to learning by establishing a link between present and future learning, creating a sense of achievement.

After all, this study showed that Attitude of students studying in post graduate course of Hyderabad Universities have been found favorable to the teacher's behaviour.

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