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# Students' perception and expectations from teachers of higher education

Fauzia Khurshid and Mustansar Billah  
National University of Modern languages Islamabad.

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## ABSTRACT

Present study was design to measure the students' perception and expectation from the teachers of higher education. Population of the study comprised of university students who dropped out from university or who got less than 60% marks. Students were contacted at university campuses and hostels in the vicinity of Rawalpindi/Islamabad. A purposive sample of 86 male and female students was collected from these two afore mentioned levels of the population. Through this study various important role of teachers' behaviour unravel and findings of the study suggest that teachers behaviour is important because it can favourably or adversely affect the student's attitude towards learning. In the process of teaching learning students have expectations from their teachers, both professional and behavioural, negative behavioural traits of the teachers behaviour can impaired teacher students relationship and also disgrace teachers image in the eyes of their students. Findings of the study will be helpful for teachers to evaluate and re-examine their behaviour in the light of their students' expectations.

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## Introduction

Being one of the important component of teaching learning process a teacher is a role model to be followed by the students as an icon of exemplary character depicted in the process. A teacher has a direct influence on the child or student's personality. In education, a teacher is a person who provides schooling for pupils and students. The role of teacher is vital to carried out by way of occupation or profession at a school or other place of formal education. In many countries, person who wishes to become a teacher must first obtain professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy i.e., the science of teaching teachers may have to continue their professional qualification before entering to teaching profession. For teachers, especially working at the higher education level the process of acquisition of knowledge has an unending journey. Teachers use a variety of methodologies to facilitate student's learning, providing a course of study which is called the curriculum.

Student is another important component of teaching learning process that enters in this process for learning willingly in formal environments from a person or group of persons in an educational institution. It is believed that once the student enters into the education cycle then it is the responsibility of the teacher to attract, motivate, inspire and encourage him/her to remain a part of the learning process.

The personality of the teacher can be double edged and it can make or break the student attitude toward learning. Curriculum can only be effective if it is in the hands of a competent teacher who understands the gist of contents and an amiable personality to communicate. The teacher is deemed to be an ideal person but unfortunately a large number of the teachers in our county found teaching as the last choice to earn a livelihood. The incompetence of the teachers is protected by the educational institution through the spirit of organizational citizenship.

Learning is an interactive process and benefits both, the student who learns new contents and comprehends them for application in real-time situations while on other hand the teacher augments the cognitive maturity and adds more comprehensible dimensions to the teaching skills. Personally relating the issue to my own experience of teaching, the teacher learns far more than the student during a teaching episode especially in the company of inquisitive students, who force a teacher to come prepared and develop one's contemplation to produce impromptu examples related to students experience and comprehension. But the regressive teaching behaviour in question, which expects the students to be dumb and obedient to an extent that asking question or pointing out a mistake committed by teacher is taken as gross insult.

Those students who show inquisitiveness are termed as being over smart and are subjected to humiliation and discouragement by the teacher. Consequently, the student suppresses the abilities to comprehend and response, rather to copy and reproduce. Conferring to these norms our educational system has been reduced to just a certificate or degree awarding authorities. On one side still we are striving hard to attain hundred percent literacy rate while towards the productivity the student, who graduates has much lower intelligence acumen than what is expected in twenty-first century. Why the attitude of our student is not progressive, innovative and intrusive?

In a study Burant (1999).examines the perceptions that students have of teachers' argumentativeness and verbal aggressiveness to determine if these trait behaviors in Conjunction with a student's perceptions of their teacher's socio-communicative style (being their level of assertiveness and responsiveness) has an effect on the student-teacher relationship. He further investigated and creates a model of teacher's communicative behaviors which lead to students' feelings of learner empowerment. Stud concluded that the findings of the study indicate that teacher responsiveness has significant positive impact on students' feelings of learner

empowerment, students' reports of affective learning, and students' reports of less cognitive learning loss. The relationship between teacher argumentativeness and teacher assertiveness to learner empowerment and students' affective and cognitive learning is unclear and requires further investigation. Finally, teachers' verbal aggression has significant negative effects on students' feelings of empowerment and learning.

Roach (1995), conducted a study on teaching assistant argumentativeness and found that argumentativeness may have negative effects on student affective learning because it is perceived by students as an exercise of teacher power and student may perceive authoritative role of the teacher as an attack on them rather than an attack on the issues. Roach further explain that the teaching assistant's behavior may not be the cause of the negative effects; rather it may be the students' perceptions of the teacher's argumentativeness that produces negative outcomes.

### **Rationale of the Study**

It is generally believed that the teachers greatly influence the student's attitude towards learning through their behaviour. The purpose of the study is to evaluate the degree of influence which a teacher's behaviour attributes towards the negative learning attitude of a student which results into the dropping out or regressive potential utilization.

Teachers' student relationship depends upon the agreeableness between the two individuals. If the teacher is able to attract the student towards learning successfully then surely can cast impressions otherwise a conflict would develop and it would be a more role of a mender on hit and trial basis rather than a reformer. In this case the circumstances may force the student to remain a part of the educational process for sometime and the moment the student attains some amount of courage or resistance against the pressure group would quit altogether. The teacher can only create impressions on the student when student remains in the learning process. Influence is the other word suitable for the teacher – student relations, in which the teacher casts an impression with the total connivance of the student. Deciding about the education is not entirely in the hand of most of the students. They have limited choice to select the institution or teacher of their choice. Sometimes the ability of the student does not allow and at times the financial condition becomes the main hurdle. The behavioural impact becomes coaxial with personality impact and further strengthens the response of the student positively or negatively. For this reason it is advisable to induct female teachers in the early childhood learning stages.

The first interaction between the teacher and the student always starts with an impact and it depends upon the behaviour, ability and diversity of the teacher how early that impact is transferred into influence. Both the impact and the influence leave impressions on the overall attitude of the learner. In teacher- student relationship behaviour of the teacher creates an impact on the student, which has long lasting effects on the student's attitude towards learning. Teachers should not be inquisitive toward students mind rather they should behave in a manner to facilitate the thought outcome process in a natural flow.

In the annals of history the teacher has always been the centre of influence for the people in quest of knowledge and reformation. Teachers are continuously playing the role of communicator of the past knowledge achievement and traditions to the next generation thus preparing them to take the reins of progress, welfare and development of the society in future.

Unfortunately in the past few decades the institution of teaching has been considerably weakened because of supremacy of wealth over knowledge. The people who should have been the guides of the society themselves have become the slaves of wealth. Resultantly a gap has emerged in the continuum of this legacy and now the teachers have a variety of shortcomings in their role, abilities and behaviour towards the students. Particularly in our society the teacher is unable to influence those weak students, who enter into the educational system reluctantly with a hope as little as the light at the end of a tunnel. Teachers lack a number of teaching traits, which ultimately creates an adverse impact on the learning attitude of the student. There is a great need to highlight those negative traits of teachers' behaviour responsible for the indifferent attitude of a student.

Present study intended to explore and determine students' perception about the role of teachers for creating unfriendly environments in the process of learning or there are other factors more dominant which forces the learner to quit the educational process or install a negative attitude towards studies. In light of the above the teacher behaviour is kept as the independent variable while the student attitude towards learning is kept as the dependent variable.

### **Statement of the Problem**

The problem under investigation was to explore the students perception about the role of teacher in developing negative attitude in students towards learning which may became a cause of dropout from the learning process for ever or exhibit results far below

### **Hypotheses**

- I** Student's attitude towards learning is a function of teacher's behaviour.
- II** A Correlation exists between teacher's ability and extended behaviour.
- III** There is no significant impact of teacher's behaviour on the student's attitude towards learning.

### **Delimitations**

The research is neither intended to evaluate the proficiency of the teachers in specific institutions nor would go into the details of the circumstances which instigated the teacher to adopt a behaviour which forced the student to drop out from the educational system. Present research intended to review the behavioural traits of a good teacher according to the perception of their students than to their real potential.

### **Research Method**

The study started by keenly examining the basic concept of major terms used in research statement i.e. teacher, student, behaviour, attitude and learning. After having fully understood the theoretical concept of basic terms, an in-depth critical analysis of the studies already had been carried out, the questions for the interview and research questionnaire was developed through standardized procedure. A sample of 30 students was collected from the local universities for items generation purpose. 100 items were generated from this source and after weeding out the repetitions, the remaining items were converted into 42 statements to comprise the initial item pool. These statements were presented to 4 judges including one educationalist and two psychologists for qualitative item analysis in terms of accuracy and appropriateness of contents. As a result the statements were further reduced to 40. The psychometric properties of the scale were determined by administering it on a random sample of 40 students including 20

males and 20 females. In order to determine the validity of rating scale the data was subjected to principle component analysis. Factor loading less than .35 was considered as non-significant. A total of 31 items were retained in the research questionnaire. Total variance explained by all 3 factors was 67.1234 % and were named as teacher Role, Ability of the teachers and Teacher's behaviour

After finalization of research questionnaire for the measurement of students perception about teachers role, abilities and behavioural competencies a purpose sample of 86 students (comprised of dropped out from university level education or students who got less than 60% marks) was collected from various universities. Respondents were contacted at respective university campuses and hostels in the vicinity of Rawalpindi/Islamabad. After obtaining their consent the purpose of study was explained to them and research questionnaire was given to them with the assurance of anonymity and confidentiality. They were asked to complete it in one sitting. Keeping in view the social norms the female co-researchers visited the women institutions and hostels where a variety of students from different universities was available. Meanwhile the male researcher contacted with male students.

### Results

The research was intended to gauge three distinct characteristics of a teacher; firstly the acceptance of role a teacher plays in the students' learning cycle, secondly the acceptance basing on abilities a teacher possesses and lastly the expected behaviour to be exhibited by a teacher in different situations. As in the review of the literature it has been discussed that that the teacher can only cast a fruitful impression upon the student until the student accepts the role of the teacher. Contrary to this a conflict is likely to start which may build a regressive attitude in the student. Basing on the different statistics the results have been tabulated in a descriptive way.

### Reliability Analysis

In order to determine the reliability level of the research questionnaire it was administered to 86 respondents and alpha reliability coefficient was calculated and it yield 0.892 which is of high consistency level of reliability.

### Role of the teachers

**Table 1 Mean and Standard Deviations about the Role of the Teachers**

Items	Mean	Std. Deviation	Description of the % of the responses categories
Role in Motivating Student	4.47	.793	Agree (+)
Role in Creation of Dismay	3.78	.951	Agree (-)
Role in Moulding the Lives of Students	4.16	.749	Agree(+)
Role in Confidential Matters	3.05	1.177	Undecided
Role in Transferring Experience	3.65	1.071	Agree (-)
Role in Motivating Students	4.34	.745	Agree (+)
Role as a Model to Follow	4.10	.882	Agree (+)
Teaching as a Profession of Choice	3.15	1.122	Undecided
Role of Teacher as an Organizer	3.97	1.045	Agree
Role of Teacher as an Explorer of Talent	2.71	1.197	Disagree (-)

Table no 1 describe the students attitudes towards role of the teacher table reveals that Students expect a teacher to be a motivating person who is determined that his or her students would continue the course of studies till the time their potential and talents are not ripened off. Most of the students believe that many teachers are present in the system that are damaging the scope and future of the next generation by creating a state of dismay and depression in the students mainly due to their negative behaviour. Students also believed that still the teachers are respected and trusted sometimes more than their parents. After going through the results a clear picture is presented what a teacher is expected to be. The following roles of the teacher are confirmed to be a part of our educational system:

1. Students expect a teacher to be a motivating person who is determined that his or her students would continue the course of studies till the time their potential and talents are not ripened off.
2. Many teachers are present in the system that is damaging the scope and future of the next generation by creating a state of dismay and depression in the students mainly due to their negative behaviour.
3. Students believe that still the teachers are respected and trusted sometimes more than their parents.
4. Teacher has a role of transferring his or her experience to the next generation which becomes an example for the life.
5. Teacher is also expected to act as a role model for the students to follow who remains a source of inspiration and motivation for them.
6. Teacher is expected to be an excellent organizer who works methodically and logically in all spheres and present an orderly and synchronized management of the learning process. Many things the students learn merely by observing the teacher.
7. The students do not see present teachers helping out the students to explore the hidden talent or potential. Those students who are shy and introvert are mostly ignored by the teachers for suffering.
8. The students remained undecided upon the role of the teacher as sharing personal or confidential matters.
9. The students were not sure whether the teachers adopted the profession of teaching as the first choice or not.

### Teacher's ability

The ability of the teacher is the centre of emphasis on which both role and behaviour depends. The teacher is given three important elements by virtue of his or her role, i.e. the students and the time in which the contents are not only to be delivered but also is ensured that are understood and comprehended by all. If the element of ability, in which the cognitive skills, the methodology to deliver and the sense of evaluation that is to assess how much the students have comprehended, is eliminated from the domain of a teacher then he or she is no more than an ordinary person. The research has found out the general approach of the student as what sort of abilities they visualize to be present in a teacher from whom they would like to learn.

Table 2 describe the students responses regarding the abilities of teachers though remain undecided when asked that if teachers are not provided with sufficient time to display his/her skill agreed to it and 43% disagreed whereas 16.3% remained undecided. Some teachers complain that they have not been provided with sufficient time to cover the contents the way they are more convenient.

**Table 2 Mean and SD of Teacher's Ability**

Items	Mean	Std. Deviation	Description of % of the responses categories
Lacking Time Management	3.01	1.203	Undecided
Cognitively Superior to Students	4.44	.761	Agree (+)
Refrain from Questions	3.76	.993	Agree (-)
Makes the Difficult things Easier	4.21	.635	Agree (-)
Respect is a Function of Knowledge	4.17	.984	Agree (-)
Experience is very Important at Higher Level	3.47	1.215	Undecided (+)
Weak Teachers affect Adversely on Performance	4.28	.877	Agree(+)
Low Professional Competence is a source of Problems	4.17	.770	Agree (+)
Knowledge is more important than Methodology	3.99	1.035	Agree
Behaviour is not a function of Ability	3.21	1.209	Undecided (+)
Aggressive Behaviour is a function of Lack of Knowledge	3.84	.968	Agree (-)

● Regarding the intelligence, knowledge and maturity of the teacher which all comes through the cognitive ability the student were sure that a teacher must have superior knowledge than the students. More than 87% students agreed to it and only 3.5% disagreed. This point is so vital that a student cannot accept a person as teacher if he or she is inferior in knowledge. There was a time when an entry test was taken not only to select the best possible students but also to evaluate the knowledge level of incoming students and accordingly the teacher is selected to teach them. In most of the private and public sector educational institution the faculty thinks that by virtue of appointment they are teachers but actually a teacher is always by virtue of his or her superior knowledge with respect to the students he or she is going to teach.

● The research established the relationship between the knowledge and the freedom to allow questions in the class. Student found that most of the teachers who are weak cognitively, do not entertain questions in the class. Without being interactive there is no utility of formal education, the teacher's presence in the class room is to deliver the contents and is available to spontaneously answer the questions when the student has a doubt. It is felt that our students though achieve very good grades at national and international institutions but we strongly lack the conceptual clarity of the subject. Our teachers are good in training the students to get good marks in the examination but have failed to inculcate creativity, inquisitiveness and innovation in them. 65.2% agreed to it and 9.3 % disagreed.

● The research also reiterated that the teachers are there to make the things simpler for the student and teachers are respected only on the basis of their superior knowledge. The teacher often complain about the behaviour of the students is insolent but it is found that teachers with good knowledge and methodology never complain about such matters. On both the subjects more than 80% students agreed.

● The students remain undecided about the need of experience for the studies at higher level of education. It was quite astonishing that a clear view of the students could not be

generated. This point needs to be framed and presented in the subsequent research.

● The research also brought out from perspective of the students that weak teacher affect their overall performance and they face more problems in the classroom. Classroom management is also an important aspect of teacher's ability that how well organized the class works during the learning episodes.

● In methodology versus knowledge issue the students preferred knowledge to methodology. A teacher just has to be liberal in allowing questions in the class and the students would dig out their own needs if the teacher possesses sound knowledge. But a teacher with methodology without knowledge would be clever enough to tactfully hoodwink the students without satisfying there curiosity or ambiguity. 74.4 % students preferred knowledge to methodology and 14 % disagreed.

● When the students were asked directly about the relationship of behaviour in response to the teacher's abilities, they remained undecided. Whereas the very next statement was downgraded to components of ability and behaviour i.e. knowledge and strictness, and the students could give some decision on it. The students with a margin of 64% to 8.2% agreed that those teachers who are weak in knowledge about the subject tend to be more strict.

#### Teachers' behaviour

Learning is the permanent change in behaviour. The question arises that if a person who is involved in the teaching process after a due course of learning adopts a wrong behaviour then would it be possible to eradicate and substitute that behaviour with the one which the position demands. It is certainly a very thought provoking issue. If teachers' themselves have a behaviour problem then what to do? First of all we would try to classify the areas of problematic behaviour and would try to debate on it. During this research certain behavioural tendencies of teachers, which directly affect the learning process and pushes a student to develop an attitude indifferent towards learning are studied. The students were asked through a series of items to provide their opinion about the statement regarding the teachers in general.

**Table 3 Mean and SD of Teacher's Behaviour**

Items	Mean	Std. Deviation	Description of the percentage of the response categories
Favouritism in Assessment	4.28	.697	Agree(+)
Deliberate Victimization	4.06	.725	Agree(+)
Forcing the Student to Quit	4.27	.658	Agree(+)
Behaviour Encourages to ask Questions	4.50	.699	Agree (+)
Personal Remarks are Ignored	2.99	1.183	Undecided
Favouritism is a Natural Instinct	3.87	1.015	Agree (-)
Discriminatory Behaviour forces Dropouts	4.13	.930	Agree (+)
Most of the Teachers are Approachable	4.00	.946	Agree
Student Friendly Teachers facilitate Learning	4.37	.983	Agree
Teacher's Behaviour, Attitude and Ability has no effect at Higher Level	3.17	1.457	Undecided

- Table three describe the mean SD and percentage of response categories, 90.7 % of the students are of the view that sometimes the effect of teacher's likings or disliking is clearly visible in the assessment. Liking and disliking do develop due to a number of reasons but it must not affect the evaluation system. Until that particular aspect is related to the process of learning. For instance a student, who always submits assignments on time, may be getting a little favour as compared to that student who always submits the assignments late. But in situations where the things are abnormal are clearly visible and the students do not go it unnoticed.
- Victimization is an unprecedented word akin to teacher's decorum. A teacher is beyond discrimination and prejudice. But unfortunately in our educational system the teachers use it a tool to administer and pressure the students to behave in a particular way acceptable to them. When asked about this aspect 83.7 % of students agreed that teacher victimize the students in evaluation deliberately, whereas only 3.5 % students disagree. In most of the circumstances the student overrates his or her capabilities but when the situation is grave that is acknowledged by the fellow students and is quite apparent. It tantamount to lack of integrity and a gross national loss when students who deserve to be backed up are under assessed deliberately thus generating a class of undeserving people regulating the helm of affairs. This is happening in under developed countries where besides having all resources available are unable to attain sustainable development.
- This discriminatory behaviour sometimes forces the student to drop the course of studies irrespective of the level of education. When asked if discriminatory behaviour of teacher can force a student to quit 90.7 % of students agreed and only 1.2 % disagreed.
- The students agreed that the teacher who is friendlier and accommodative they tend to learn better.

### Discussion

When students have managed to reach the place of learning then it becomes the responsibility of the teachers to utilize their maximum energy in bringing out their potential. The present research was based upon three essential elements of the teachers behaviour in connection with the teaching learning process, firstly the role of the teachers, secondly the ability of the teachers to withstand the responsibility of delivering the contents of curriculum with the best possible methodology and self-ingenuity to facilitate the concepts in such a way that students can easily comprehend and lastly the behaviour of the teachers which they displays in the execution of the teaching learning process. In light of the data analysis, carried out in the previous section we recapitulate and critically analyse the outcome of the students' perceptions.

### Recommendations

In the light of the discussion it can say that in the teaching learning process there elements are vital, firstly the student, who must be willing to learn, secondly the teacher, who must be generous in giving out all he/she knows to the learner and finally the contents which are referred to while teaching. Buildings, infrastructure, policies of evaluation, time tables, facilities, etc. are all of too little value to compare their importance with the top three. An educational system should not have criterion to select students because every member of the society has to be provided the opportunity to avail the facility of learning. But we have to be very choosy in selecting the teachers. Correct behaviour coupled with knowledge and methodology is the

ultimate standard of the selection of teachers that must not be compromised at any stage.

The research recommends the following measures to safeguard the teaching learning environment:

1. The teachers should undergo regular students' evaluation.
2. Only those teachers should be inducted at higher level having sufficient experience of the subject or the field of study.
3. A new teacher should work as a teaching assistant under the supervision of an experienced teacher for a considerable time till he or she will ready to assume the charge of a teacher effectively.
4. Regular feedback from the teachers about their grievances and problems related to students.
5. Teachers may not involve in any type of discrimination or victimization against their students as this tendency is a gross insult to grandeur of the teaching as a profession.

### Conclusion

The relationship of student and the teacher is much stronger than the hereditary relationship being based on selflessness, dedication, sincerity of cause and sacrifice. The teachers still stands there where they were centuries ago in terms of respect, stature and honour, in the eyes of a learners. Those who think that they can teach must first accept their professional role and try to fulfil expectation attached to this role. Last but not the least for students a famous German quote, that a good student can even learn from a bad teacher but a bad student can never even learn from a good teacher.

### Significance of the Study

Through this study various important role of teachers' behaviour unravel and finding of the study brought out the following aspects:

1. Importance of teacher's behaviour which can favourably or adversely affect the student's attitude towards learning with complete disregard to the level of a student.
2. In the process of teaching learning students have expectations from their teachers, both professional and behavioural.
3. Negative behavioural traits which were discovered as a result of the study, teachers must be cautious to refrain.
4. Is our higher educational system is suffering mainly due to incompetent teachers?
5. How much a single bad teacher nullifies the impact of all good teachers?
6. Study will also help teachers to evaluate and examine their behaviour in the light of students' expectations.

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