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A Study of Relation Between Teachers' Behaviour and Students' Educational Achievement at Secondary Level in Meerut District

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Abstract:

Teachers significantly influence secondary students' academic performance in school. Furthermore, their attitudes, communication, classroom management, and expectations impact students' motivation, engagement, and learning. Students perform better when teachers build positive relationships with their students. Alternatively, students learn less if teachers act negatively or discourage students. While this association has been studied internationally, relatively little research has originated from India--especially in the Meerut District, which has socioeconomic concerns, limited support services, poor infrastructure, and inconsistent support from parents.

This study investigates how teachers' behavior shapes students' educational outcomes in Meerut. The study aims to provide contextual evidence regarding everyday interactions in the classroom and demonstrate how behavior such as empathy, responding to constructive feedback, and supportive behavior can enhance student performance. The findings will be used in the development of school policy, teacher education, and classroom practices. The recognition of teachers' behaviors also emphasizes the importance of educator behavior in creating equitable and quality learning experiences for all students.

Keywords: *Teacher behavior, Student achievement, Secondary education, Teacher–student relationship*

INTRODUCTION

Education is a potent instrument for fostering students' intellectual, social, and emotional development, and secondary school is a crucial time for laying the groundwork for postsecondary education and career preparation (Sharma, 2025). Because teachers not only teach but also have an impact on students through their attitudes, expectations, and social interactions, teacher behavior takes precedence over other factors that determine academic success (Ali et al., 2022). Empathy, encouragement, fairness, effective communication, and support are among the supportive teacher behaviors that have been shown to create a positive learning environment that motivates students, increases engagement, and improves academic performance (Haider et al., 2020; Myers & Pianta, 2008). Negative or unhelpful teacher behaviors, however, can decrease students' self-esteem, heighten disengagement, and finally impede academic performance (Ding & Sherman, 2006).

Students in secondary school go through different phases of psychological, social, and emotional development, and the teacher-student relationship influences how they learn in different ways. Quin (2017). There are various studies that establish supportive teacher–student relationships not only enhance academic achievement but also minimize anxiety, promote prosocial behavior, and establish a favorable classroom climate (Longobardi et al., 2020; Estévez, Jiménez, & Moreno, 2021; Stymest & Forrester, 2024). Furthermore, high teacher expectations and respectful communication have been shown to significantly enhance students' motivation and achievement across varied contexts (Johnston et al., 2022; Martin & Becker, 2025).

Within Meerut District, too, where children have to contend with socio-economic inequalities, infrastructural deficits, and different levels of parental involvement (Singhal, 2023; Sharma, 2025), the teacher's role becomes all the more important in guaranteeing equal opportunities for learning. An awareness of the link between teacher behavior and student academic performance here is therefore necessary for fortifying teaching practices and enhancing student performance.

Literature review

Teacher–student interaction has been in the forefront of exploration in numerous contexts, showing its superior significance in academic achievements. Influential teaching behaviors greatly increase accomplishment, as demonstrated by the highly positive correlation between teachers' behavior and students' performance found by Ali et al. (2022) and Haider et al. (2020). Conflictual relationships increase the likelihood of academic failure, and Ding and Sherman (2006) and Myers and Pianta (2008) emphasized the direct effects of warm, supportive classroom environments on academic achievement. Warm, encouraging relationships have been shown to predict academic success and to be associated with prosocial behavior and sustained student engagement (Longobardi et al., 2020; Quin, 2017; Martin and Collie, 2019). Additionally, studies by Liu and Wang (2021), Estévez et al. (2021), and Sethi and Scales (2020) showed how positive interactions between students and teachers improve social-emotional health, reduce anxiety, and create a more positive learning environment—all of which lead to better academic performance. Recent research, including that presented by Anam (2024), Ogbonna and Nwankwo (2024), and Khan and Raza (2023), further supports the cross-cultural role that teachers' empathy, encouragement, and courteous communication play in energizing students and ensuring academic success. Both Magro et al. (2023) and Sointu et al. (2016) focused on the long-term effects of intense teacher-student relationships, while Johnston et al. (2022) and Ma, Liu, and Li (2022) demonstrated that high teacher expectations and supportive interactions have a positive impact on achievement at every school level. Positive teacher behaviors have also been shown to reduce anxiety and sustain the motivation of high achievers, which in turn improves performance (Stymest and Forrester, 2024; Martin and Becker, 2025). All of these studies demonstrate how teacher behavior, when disguising itself as empathy, communication, expectations, and support, has a major effect on students' academic performance and becomes essential in secondary school at establishments such as Meerut District.

Theoretical perspective of the study

The current study of teacher behavior and its impact on the academic performance of secondary school students in the Meerut District is grounded in a number of well-established educational and psychological theories.

First, behaviorist theory more especially, Skinner's principles of reinforcement offers a helpful framework. When teachers give their students praise, encouragement, and commendation, their performance improves and positive academic behavior is reinforced. However, bad

conduct or absences demotivate and discourage attendance, which has a direct impact on academic performance.

Second, the study aligns with Bandura's Social Learning Theory, which emphasizes modeling and observational learning. Students tend to replicate the behavior, communication pattern, and attitude of their teachers. A teacher who exhibits discipline, respect, and commitment indirectly transfers these values into students, leading to their personal and academic growth.

Furthermore, Humanistic educational theories, such as Carl Rogers' concept of unconditional positive regard, place emphasis on teacher empathy and caring relationships. Teachers create a respectful, caring, and safe classroom environment in which students build increased self-esteem, intrinsic motivation, and confidence to perform academically.

Constructivist theories, developed by Piaget and Vygotsky, emphasize the teacher's role and scaffolding in the construction of knowledge. The behavior of teachers, through questioning, feedback, and motivation, influences the manner in which students interact with learning tasks and construct understanding. The research, therefore, borrows its theoretical lens from behaviorist, social, humanistic, and constructivist theories, all of which attest to the fact that teacher behavior is key to the academic advancement of students.

Research gap

The link between the behavior of teachers and students' performance has been extensively examined in various educational settings, asserting that teacher behavior has a significant impact on inspiring learners, influencing classroom climate, and affecting performance (Ali et al., 2022; Haider et al., 2020). Global research underscores that supportive teacher–student relations enhance academic performance and socio-emotional development (Myers & Pianta, 2008; Quin, 2017). Research also finds that high teacher expectations and positive communication have a substantial impact on motivating and achieving students (Johnston et al., 2022; Martin & Becker, 2025). Much of these findings are found in Western, African, or other Asian settings, with comparatively fewer studies focusing on the Indian context.

In India, there has been limited work that examines the direct influence of tutors' behavior on pupils' performance, particularly at the secondary grade where students experience crucial developmental, academic, and social pressures. There are even fewer studies that address such regional settings as Meerut District, where socio-economic differences, infrastructural constraints, and parental involvement variations might heighten the role of teacher behavior in

student achievement (Singhal, 2023; Sharma, 2025). Hence, there is a pressing need for research to examine the nature and extent of this relationship in the specific educational context of Meerut District. Bridging this gap will yield context-specific findings that can help shape teacher training, classroom practices, and policy interventions to enhance secondary school outcomes in Meerut District.

Objective & hypothesis

- To study the relationship between teachers' behavior and student academic achievements of the secondary schools.

H₀. There is no significant relationship between student-teacher’s behavior and students’ educational achievement in the classroom of secondary schools.

Analysis and interpretation

Below is the data analysis result presentation of the sample under study:

	Teacher Behaviour	Academic Achievement
Teacher Behaviour	1	0.62
Academic Achievement	0.62	1
MEAN	150.21	417.92
SD	26.72	47.33

The table shows correlation analysis, carried out to explore, link between academic performance of students and teacher behavior. The correlation coefficient ($r = 0.62$) that reflects a moderate to strong positive relation, which also indicates that quality teacher behavior, associated with increased levels of student academic performance. Practically speaking, this implies that supportive, effective, and engaging teacher behavior will improve the performance of students in their academics.

Mean score for teacher behavior was 150.21 (SD = 26.72), and for academic achievement was 417.92 (SD = 47.33). These are the central tendency and range of the two measures and indicate relatively consistent teacher behavior perceptions and a moderately wide range of academic performance among students.

Statistically significant, a correlation coefficient of 0.62 is generally significant at 0.01 levels if the sample size is large enough ($n \geq 30$). This is to say that probability of observed relationship happening by chance is $< 1\%$, which is strong evidence to reject constructed null hypothesis. So in this present study the formulated null hypothesis can be declared rejected.

The findings attest to the belief that teacher behavior has an absolute influence on students' performance at school. The findings also note significance of encouraging positive relationships and taking effective instructional strategies in secondary schools.

Discussions of the Results

The outcome of research indicates, educator's behavior has significant impact on the educational achievement of Meerut District's secondary school students. Students who experienced supportive, understanding, and motivating teacher behavior showed higher levels of academic performance than those exposed to strict, indifferent, or discouraging behavior. These findings are in line with earlier studies which highlighted that positive teacher–student interactions build confidence, interest, and regularity in studies (Hamre & Pianta, 2006). The research further demonstrates that student achievement is shaped by teacher behavior in addition to resource availability or school facilities. Even when schools lack adequate facilities, students indicated improved academic performance when teachers were patient, clear, and respectful in their teaching. This tends to support the argument made by Hattie (2009), who maintained that one of the most important factors influencing student learning is the relationship between the teacher and the students. Another important implication is that when students face challenges like socioeconomic disadvantage or insufficient parental support, teacher behavior may act as a compensatory factor. Students are more likely to stay motivated and engaged when their teachers are fair, compassionate, and encouraging. Generally speaking, the language implies that teacher behavior influences students' attitudes, self-esteem, discipline, and a variety of other factors that affect their academic performance in addition to imparting knowledge.

Educational Implications

The results have significant ramifications for stakeholders, educators, school administrators, and decision-makers. Building strong teacher-student relationships is crucial for schools because teachers' behavior directly affects students' academic performance. Initiatives for teacher training should prioritize soft skills like empathy, communication, classroom management, and motivational techniques in addition to teaching content. Workshops for

professional development can give educators the tools they need to create safe, stimulating, and inclusive learning environments that support students' academic success and socio-emotional health.

Giving teachers access to continuous feedback and mentoring systems can help them reflect on and modify their teaching methods. In order to facilitate effective practice, a policy that places a high priority on teacher accountability must have sufficient resources and support. Because teacher-family collaboration enhances students' overall support system, funding for parent involvement programs is essential. Governments and education boards must incorporate relational competence into teacher evaluation programs at the policy level in order to recognize teacher behavior as a factor in student success. Secondary education in districts like Meerut District can be improved by implementing these implications, bridging gaps and ensuring both academic excellence and students' overall progress.

Conclusion

Recent research indicates that the academic performance of students in the Meerut District is significantly impacted by the actions of their teachers. Positive relationships between teachers and students are the foundation of academic success, which is not solely determined by exam scores, course completion, or classroom learning. A teacher can foster a positive learning environment where students feel safe and motivated to put forth their best effort by being polite, encouraging, fair, and supportive. Conversely, negative or indifferent attitudes prevent students from improving by making them uninterested, insecure, and underperforming.

The findings demonstrate that teaching entails the development of attitudes, values, and character in addition to the transmission of knowledge. Teachers' actions indirectly promote self-control, self-assurance, and higher goals in addition to directly increasing student engagement and comprehension in the classroom. The teacher's role as an emotional support system and influencing force is especially important when the students are dealing with family, financial, or social challenges.

As a result, both policymakers and educational institutions need to give behavioral instruction the same weight as subject specialization. To develop patience, empathy, and effective communication skills, the teaching community must receive regular training, orientation, and introspection exercises. These initiatives will not only improve students' academic

performance but also foster their general development, enabling them to deal with challenges in the future with confidence.

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