

Assessing the impact of teachers' behavioural practices on student learning outcomes

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ABSTRACT

The classroom serves as a primary learning environment facilitating direct interaction between teachers and students. A teacher consistently inspires students, with each action directly influencing the learning process. The researcher aimed to understand the perceptions of instructors and students regarding how a teacher's differing attitudes and behaviours may positively or negatively impact the classroom learning process. Data were aggregated utilising a Likert scale and analysed as a percentage. The data collection method employed was primary, utilising a closed-ended questionnaire administered to 100 respondents, obtained through a multistage sampling process. The analytical approach employed was exploratory, concentrating on instructors' behaviour in relation to student learning. The findings demonstrate that positive teacher behaviour positively influences students, while negative teacher behaviour adversely affects them. Nevertheless, the rigorous approach of educators can result in positive outcomes in students' learning processes. The study's findings support the implementation of lenient penalties to maintain effectiveness in the educational setting. The recommendations stipulate that instructors must employ courteous language in the classroom and prohibit students from using abusive language. Increased focus on teacher training is essential to empower educators to capitalise on opportunities that enhance the integration of their knowledge, information, and commitment.

KEYWORDS:

Teacher behaviour, Classroom learning, Students' academic achievement

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INTRODUCTION

Bonk and Graham (2012) explain behaviour as the observable activity of an organism, encompassing any action or response to stimulation. Mathews and LaTronica-Herb (2013) defines behaviour as the manner in which an individual directs or conducts themselves, particularly in response to external stimuli. It encompasses all actions and reactions of a living being. Behaviour serves as a discernible and recognisable indicator.

Behaviour is a fundamental factor in the development of human personality. Humans acquire knowledge through interpersonal interactions (Alzeer and Benmerabet, 2023; Kozlova, Nych, Drobot, Liashenko, and Cheban, 2024). Human beings are interconnected, such that the actions of one individual influence the actions of others in a reciprocal manner. Typically, each community exhibits similar psychological behavioural norms.

The behaviour and attitude of teachers have an immediate impact on students' lives (Alemu, 2014). A teacher exerts significant effort to ensure that students become competent and authentic individuals. Students at the school level are in a formative stage of development. Students scrutinize and evaluate the actions of their instructors.

The success of a school is closely associated with the quality of its teaching faculty. Effective teaching faculty contributes to the production of exceptional students and the attainment of a strong reputation for the school (Mercer and DeRosier, 2010). If the teaching faculty of a school is inadequate, it often results in the production of students who are largely unprepared



and disengaged from their education, even during their time in school. Effective teachers engage with their students in a polite manner, fostering courage and a passion for learning. In contrast, teachers lacking sound knowledge often exhibit rude and unacceptable behaviour to mask their deficiencies, leading to confusion among students and, ultimately, premature cessation of their education (Rimm-Kaufman, Baroody, Larsen, Curby, and Abry, 2015). The behaviour of a teacher and their treatment of students significantly influences student motivation for study or lack thereof. Moreover, prior studies on this issue were carried out internationally or in Punjab cities, but not in Khyber Pakhtunkhwa (KP). The research studies conducted in other countries, provinces, or regions may not be applicable to the situation in KP. The population of KP may exhibit different responses to the identical study. The researcher intends to conduct a study in Mardan to assess the responses of teachers and students regarding the same issue.

Rationale of the Study

The interpersonal relationship between teachers and students determines the trajectory of a child's success or failure. The relationship among teacher, student, and classroom serves as a framework for assessing student learning effectiveness. The correlation among these three elements indicates the standard of learning. The student is the focal point among these three elements. The classroom environment establishes the trajectory of student learning. The behaviour of the teacher and the resulting classroom environment define the learning mode of a student. The actions of a teacher directly impact student learning in the classroom. This research aims to examine the effects of teacher behaviour changes on student learning outcomes (Li and Xue, 2023; Umar and Ko, 2022). Previous study by Soroya, Hashmi, and Soroya (2014) had examined the impact of teacher behaviour on students, primarily in regions such as Punjab. However, the researcher proposes to conduct a similar study in KP, Pakistan, the researcher's homeland, which is comparatively underdeveloped in terms of education. Many teachers do not take their behaviour seriously in the classroom, yet the consequences are significant. This study may enhance teachers' awareness of their classroom behaviour and their potential impact on students.

Statement of the Problem

In the contemporary context, education has emerged as an essential component of life. Consequently, it is imperative that individuals remain informed and engaged with educational issues. A child represents the hope of their family. Nearly all parents aspire for their children to become successful individuals in the future. The success of each child is linked to the teacher and the learning environment. In the current competitive landscape, education has transcended individual interest to become a matter of national significance. It is often assumed that ineffective teachers, who generally lack teaching proficiency, impose stricter measures on their students to prevent challenges or enquirers regarding their academic performance. They frequently exhibit rudeness and impose penalties on students, in contrast to teachers who are competent, possess a strong command of their subject, and deliver effective instruction in the classroom. It is widely acknowledged that teachers' classroom behaviour significantly influence students' morale, learning, and outcomes. Understanding the perceptions of both students and teachers in this context is essential.

Research Objectives

1. To know the perceptions of teachers about the effects of classroom behavior on learning of the students.

2. To know the perceptions of students about the influence of teachers' classroom behavior on their learning.
3. To determine the impact of teacher's positive and friendly behavior on the learning of the learners.

Research Questions

1. What is the perception of secondary school students regarding the effects of the behavior of the teachers on their learning?
2. Are the harsh behaviors of the teachers have any negative impact on the students and their learning?
3. Can positive behavior of the teachers improve the process of learning in the classroom?

Significance of the Study

The study will obviously benefit the teachers especially the school teachers who deal with the students of secondary classes having age of 14-17 years, because students pertaining to this age are more prone to influence with the behavior of the teachers. Their emotions are at peak at this stage of age. As the study says that experiencing misbehavior and emotional abuse in the teenage may result in the long-term complicated psychiatric issues. High emotions in the teenage increase the risk of unprecedented reactions in the children. Mostly these students due to passing through a tender age keenly observe and react to every action of the teacher.

Hence, this study may prove helpful for the teachers to overcome their shortcomings and to feel the feelings and demands of the students. What do they want and what do they expect from a teacher in the classroom individually and collectively? As a consequence of this study different aspects of teacher-student's relation are expected to come out which will help in strengthening the school education system.

REVIEW OF THE LITERATURE

Educators must recognise their own emotions to develop authentic relationships with their students (Shah, Ahmad, Ali, and Khan, 2024). This fundamental emotional awareness serves as the cornerstone for establishing meaningful connections within educational settings, creating an environment where students feel valued, understood, and supported in their academic journeys. The cultivation of emotional intelligence among educators has been increasingly recognized as a critical component of effective pedagogy, enabling teachers to respond appropriately to the diverse needs of their students while maintaining a classroom atmosphere conducive to learning and personal growth. Smyth, Houghton, Cooney, and Casey (2012) found that students desire respect and trust in classroom environments. Opportunities for participation in the fundamental leadership process are essential, facilitated by individuals who support their achievements. Instructors who engage students in classroom decision-making, promote student efforts, and participate in both student success and failure foster flourishing classrooms. These practices create a collaborative learning ecosystem where students develop not only academic skills but also important life competencies such as decision-making, problem-solving, and interpersonal communication. Activities that encourage student participation in classroom creation, such as labeling items with word cards, creating posters, and developing class books and materials, are essential for young learners to understand the writing process and letter-sound relationships

(Mercer and DeRosier, 2010). These hands-on approaches to literacy development transform the classroom from a passive learning environment into an active, participatory space where students take ownership of their learning processes and develop foundational skills through meaningful, contextualized activities (Ma, 2023; Oladele, 2024).

Decisions are collaboratively made by students and facilitators, fostering student confidence development (Wilson, Ellerbee, and Christian, 2011). They argued that students who possess confidence in achieving initial objectives are more likely to pursue higher goals. This collaborative approach to decision-making represents a pedagogical shift from traditional top-down educational models to more democratic learning environments where students' voices are heard and valued. This underscores the necessity of establishing a classroom network characterized by respect and understanding, where students feel at ease making mistakes and where robust connections with peers and mentors provide essential support. Such supportive learning communities not only enhance academic achievement but also contribute to the development of students' social-emotional competencies, resilience, and overall well-being. The creation of psychologically safe classroom environments has been consistently linked to improved learning outcomes, increased student engagement, and more positive attitudes toward education as a lifelong pursuit.

Research conducted by Wong (2018) indicates that as early as third grade, students experience increased anxiety when posing questions to their teachers. This early development of academic anxiety highlights the critical importance of creating classroom environments where students feel comfortable expressing uncertainty, asking for clarification, and engaging in intellectual risk-taking without fear of negative judgment or consequences. Connections established with teachers, particularly during the instructional process, play a crucial role in the classroom environment. Negative associations with students contribute to a detrimental learning environment during the early developmental stages of students, influenced by various factors affecting a teacher's behaviour in the classroom. The negative behaviour of teachers has been identified as a detrimental factor in the classroom (Smart, 2014). Research indicates that negative behaviour exhibited by teachers can lead to adverse attitudes in students, affecting their learning throughout their lives (Kahveci, 2023). This long-term impact of negative teacher-student interactions underscores the significant responsibility educators bear in shaping not only academic outcomes but also students' attitudes toward learning, self-concept, and future educational aspirations. Teachers in the classroom should maintain a positive attitude and exhibit energy in knowledge delivery, fostering an environment that encourages students to enhance their learning experience. Smith (2004) asserts that a positive relationship between students and teachers significantly impacts student achievement, engagement, and expectations. A positive relationship fosters effective communication between teachers and students, facilitating student success. These positive educational relationships create virtuous cycles where improved communication leads to better understanding of student needs, more tailored instructional approaches, and consequently, enhanced academic outcomes and student satisfaction with the learning process (Kaendler, Wiedmann, Rummel, and Spada, 2015; Mugabekazi, Mukanziza, Nizeyimana, and Manirahari, 2025).

Mesquita et al. (2015) conducted a study to analyse student learning in small group work from the perspectives of both students and teachers. The researcher noted that contemporary advanced curricula incorporate active learning across various educational domains. Many educational institutions have adopted new methods, with small group work recognised as an innovative approach for teaching and enhancing student learning. This pedagogical shift toward collaborative learning represents a significant evolution in educational philosophy, recognizing

that knowledge construction is often most effective when it occurs through social interaction and shared meaning-making among peers. This method significantly alters the teaching style from a teacher-centered approach to a student-centered learning approach (Shah et al., 2023). Multiple studies on student learning via small group work indicated that small group work provides students with opportunities to apply their skills and knowledge practically, while enhancing their learning through collaboration and interaction with peers. Small group work for students fosters a positive learning environment, enhancing student learning capacity and developing collaborative skills (McGeown et al., 2014). These collaborative learning environments not only facilitate academic achievement but also prepare students for the increasingly team-oriented nature of modern workplaces, where effective collaboration, communication, and problem-solving within diverse groups are essential professional competencies. The structured implementation of small group work requires careful pedagogical planning, appropriate facilitation strategies, and ongoing assessment to ensure that all students benefit equally from the collaborative learning experience (D'Elia, Stalmach, Di Sano, and Casale, 2025; Francis, Pritchard, Prytherch, and Rutherford, 2025).

A strong correlation exists between teacher personality and classroom environment, as certain traits are associated with an effective learning environment (Alemu, 2014). The personality of teachers significantly impacts teacher-student relationships (?). The influence of personality on commitment is relevant to the overarching thesis, as teacher behaviour reflects their personality, and specific personality traits enhance student engagement (Alemu, 2014; ?). Previous studies identified specific personality traits that enhance inspiration, and teacher retention. Previous studies examine the perspectives of both students and teachers regarding personality and its influence on classroom conditions. Personality refers to the qualities exhibited through an individual's behaviour (Adair, 2015; Shah and Irshadullah, 2018). This connection between teacher personality and classroom dynamics highlights the importance of considering personal characteristics in teacher preparation programs, professional development initiatives, and educational leadership decisions. The development of specific interpersonal competencies, emotional regulation strategies, and communication skills can help educators maximize their positive impact on students while minimizing potential negative effects of personality traits that might otherwise hinder effective teaching and learning relationships. Furthermore, understanding the interplay between teacher personality, instructional approaches, and student outcomes can inform more nuanced approaches to teacher evaluation, support systems, and career development pathways within educational institutions.

RESEARCH METHODOLOGY

This study employs a descriptive research method to examine the impact of teachers' classroom behaviour on student learning at the secondary school level. Descriptive research methodology is particularly appropriate for this investigation as it allows for the systematic description of the characteristics, perceptions, and attitudes within the selected population regarding teacher-student interactions and their educational consequences (Di Lisio, Halty, Berástegui, Milá Roa, and Couso Losada, 2025). This approach facilitates the collection of both qualitative and quantitative data that can be analyzed to identify patterns, relationships, and trends in how teacher behaviors are perceived and how they influence student learning outcomes. The recent study employed a quantitative research methodology, and a survey was conducted within the target population. Quantitative approaches were selected for their ability to provide measurable, statistical data that can be systematically analyzed to draw objective conclusions about the

relationships between teacher behaviors and student learning outcomes (Usman, Al-Hendawi, and Bulut, 2025), while also allowing for comparisons across different demographic groups and school settings. The decision to utilize a quantitative framework was further justified by the need to generate empirical evidence that could support or challenge existing theoretical frameworks regarding teacher-student relationships and their impact on educational achievement in the specific context of Khyber Pakhtunkhwa's secondary education system.

Procedure of Data Collection

Initially, permission was obtained from the Department of Education to visit the selected schools for the study. This formal authorization process ensured that the research adhered to institutional requirements and ethical guidelines governing educational research in the region (?). A consent letter accompanied each questionnaire to obtain the respondents' consent, inform them of the study's purpose, and assure them that their privacy is prioritised. The informed consent process followed established ethical protocols for educational research, ensuring that all participants were fully aware of their rights, including the right to withdraw from the study at any time without penalty or consequence to their academic standing or professional position. The distribution occurred among sampled respondents in five boys' high schools and five girls' high schools in Mardan. All selected schools were from the public sector, ensuring that the research findings would be applicable to the majority of secondary education institutions in the region, which predominantly operate within the public education system. In each school, 10 high section students and 10 high section teachers were selected for the study through random sampling. This systematic approach to participant selection helped minimize selection bias and ensured that the sample represented diverse perspectives from both teaching professionals and student learners within each educational institution. Following individual completion by the respondents, the collected data was analysed using percentage calculations. The data analysis process involved systematic coding of questionnaire responses, verification of data accuracy, and statistical processing to identify meaningful patterns and relationships in the responses across different demographic categories and respondent groups.

Population and Sample of the Study

The selected population for this analysis consists of secondary schools that provide education in various languages and aspects. To gather pertinent data from ten distinct high schools in Mardan, multistage sampling techniques were employed (Sohail et al., 2025). The initial phase employed a convenience sampling technique, classified as a non-probability sampling method. This approach was necessary due to practical constraints in accessing schools and obtaining cooperation from educational administrators, while still ensuring that the selected institutions represented diverse educational contexts within the region. Stratified random sampling was employed to obtain the study population. There existed two genders, each comprising two categories: teachers and students. The stratified approach ensured proportional representation from different school types, gender categories, and participant roles, thereby enhancing the generalizability of the research findings to the broader population of secondary schools in Mardan district. The sampled population was first grouped and stratified, followed by random selection to mitigate bias. This methodological rigor helped address potential sampling errors and increased the likelihood that the research findings would accurately reflect the perspectives and experiences of the broader target population. The second stage involves the application of random sampling, wherein individuals are selected randomly from a defined sample following the completion of the first stage. This two-stage sampling approach balanced the need for practical feasibility with

methodological rigor, allowing for efficient data collection while maintaining statistical validity in participant selection processes.

A total of 100 respondents participated in the study, comprising 50 secondary school teachers and 50 secondary students from five boys' high schools and five girls' high schools. Ten secondary school teachers and ten secondary school students were selected from each school for the research, resulting in a total of ten respondents per school. This balanced sampling approach ensured equal representation from different school types and participant categories, facilitating comparative analyses between teacher and student perspectives, as well as between responses from boys' and girls' schools. A total of 100 respondents participated in the study. The study sample distribution is presented in Table 1.

Table 1: Distribution of Study Sample

Sample Population	Total
Schools	10
Teachers	50
Students	50

The sampling framework of the study is visually represented in Figure 1, which illustrates the multi-stage sampling process used to select participants from the target population of secondary schools in Mardan district.

Instrument of the Study

The research instrument for the current study was a questionnaire utilising a five-point Likert scale. The questionnaire consisted of 53 closed-ended statements organised under ten factors or headings. The development of the research instrument followed established protocols for survey design in educational research (Karousos et al., 2025), beginning with a comprehensive review of existing literature on teacher behaviors and their impact on student learning, followed by initial item generation, expert validation, and pilot testing with a small group of respondents to assess item clarity, relevance, and reliability. Each factor or heading was constructed to establish a connection with the topic, and each statement was formulated to relate to the corresponding factor or heading. The questionnaire was designed to capture multiple dimensions of teacher behavior, including instructional strategies, interpersonal communication, classroom management approaches, emotional support, feedback practices, and disciplinary methods, with each dimension represented by multiple items to ensure comprehensive coverage and measurement reliability. The primary reason for utilising a close-ended questionnaire is its capacity to gather relevant data in a professional and validated manner. Close-ended questions offer several methodological advantages, including standardized response formats that facilitate quantitative analysis, reduced ambiguity in interpretation, increased response rates due to lower cognitive demand on participants, and enhanced comparability of responses across different demographic groups and participant categories (Yang et al., 2025). The questionnaire underwent rigorous validation procedures, including content validity assessment by subject matter experts, internal consistency analysis using Cronbach's alpha coefficients, and pilot testing to identify and address any potential issues with item wording, response options, or questionnaire structure before full-scale administration to the research sample. This methodological attention to instrument development and validation strengthened the overall reliability and validity of the research findings, ensuring that the collected data accurately reflected the constructs of interest and could

Multi-stage Sampling Framework

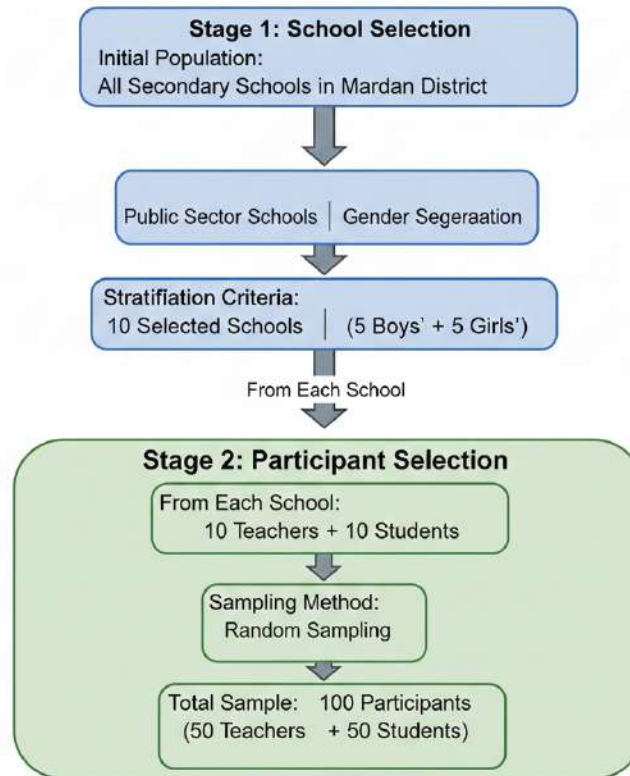


Figure 1: Multi-stage Sampling Framework for Participant Selection

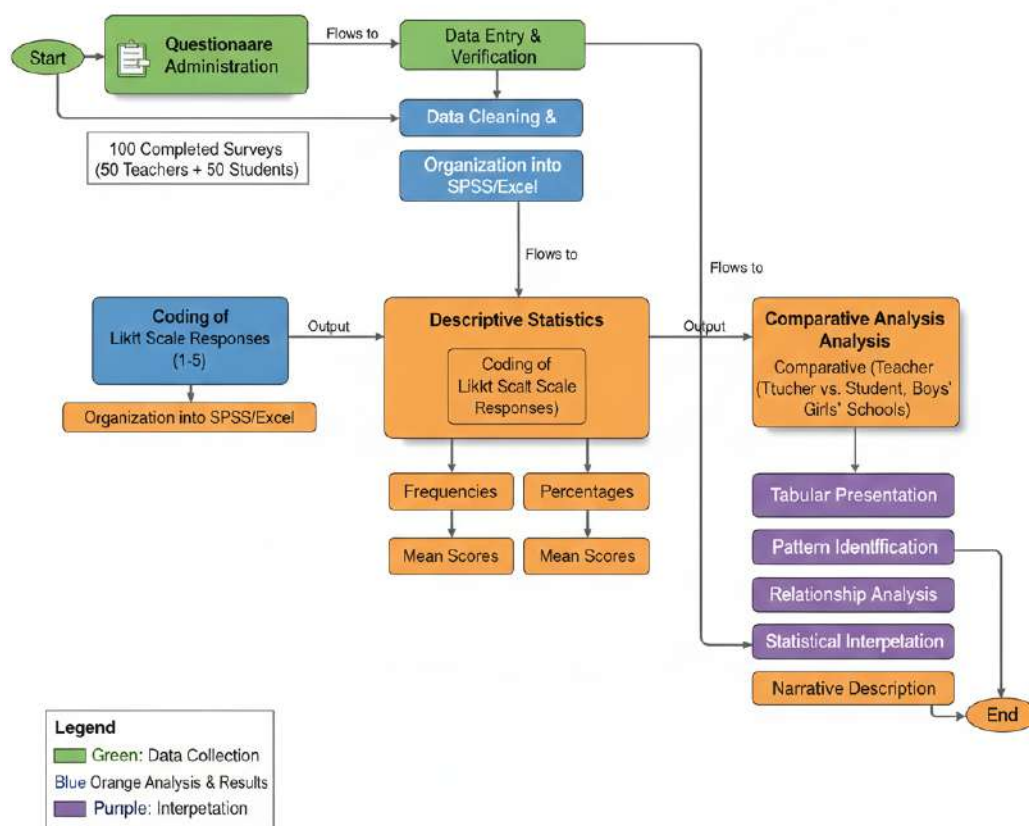
support meaningful conclusions about the relationship between teacher behaviors and student learning outcomes in the specific educational context under investigation.

Data Analysis Methods

The collected data was analyzed using percentage calculations and descriptive statistical techniques. The quantitative analysis approach involved several key methodological steps to ensure accurate interpretation of the research findings. First, all completed questionnaires were systematically coded and entered into a statistical software program for analysis. The five-point Likert scale responses were converted to numerical values (1-5) for quantitative analysis, allowing for the calculation of mean scores, frequency distributions, and percentage breakdowns for each survey item. The percentage calculations provided a clear and accessible representation of response patterns across different categories, facilitating comparisons between teacher and student perspectives on various aspects of classroom behavior and its impact on learning outcomes. Descriptive statistics including frequencies, percentages, means, and standard deviations were calculated for each survey item to provide a comprehensive overview of the data distribution and central tendencies. These statistical measures helped identify dominant patterns in the responses while also highlighting areas of divergence or disagreement among different respondent groups. The analysis further included cross-tabulation techniques to examine relationships between variables, such as comparing responses from male and female teachers, or contrasting perceptions between

teachers and students regarding specific behavioral impacts. The methodological approach to data analysis emphasized transparency and reproducibility, with all analytical procedures clearly documented and systematically applied to ensure the validity and reliability of the research findings. The results of these analyses are presented in subsequent sections through a combination of narrative descriptions and tabular representations that facilitate clear communication of the research outcomes and their implications for educational practice in secondary school settings.

Data Analysis Framework and Process Flowchart



Adapted from standard research methodology protocols.

Figure 2: Data Analysis Framework and Process Flowchart

The data analysis framework employed in this study is illustrated in Figure 2, which shows the sequential steps involved in processing and analyzing the collected survey data, from initial data entry and cleaning through descriptive statistical analysis to final interpretation and reporting of research findings.

DATA ANALYSIS AND INTERPRETATION

Analysis of Teacher Strictness Impact

The above table shows that 34% of teachers believe strictness often improves students' learning speed. A significant 50% of teachers think strict behavior results in increased punctuality

Table 2: Percentage of 'strictness of the teacher results in' Statements

Statements	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
Students learning speed gets improvement	10 (20%)	17 (34%)	15 (30%)	4 (8%)	4 (8%)
Punctuality among the students	15 (30%)	25 (50%)	8 (16%)	2 (4%)	0 (0%)
More attentiveness in the class	14 (28%)	18 (36%)	12 (24%)	4 (8%)	2 (4%)
Leading the student towards inferiority complex	6 (12%)	10 (20%)	14 (28%)	15 (30%)	5 (10%)
The innate abilities of a learner become weak	7 (14%)	12 (24%)	11 (22%)	13 (26%)	7 (14%)
Creates a distance between the teacher and student	10 (20%)	10 (20%)	17 (34%)	6 (12%)	7 (14%)
Making students fed up of their studies	5 (10%)	14 (28%)	16 (32%)	9 (18%)	6 (12%)
Decreasing the interest of students in studies	4 (8%)	12 (24%)	14 (28%)	10 (20%)	9 (18%)
Making students stick to their studies & finish assignments	16 (32%)	21 (42%)	8 (16%)	4 (8%)	1 (2%)
Producing more chances of dropout	5 (10%)	12 (24%)	14 (28%)	9 (18%)	10 (20%)

among students. 36% of teachers agree strict behavior often results in more attentiveness in the class. Mixed opinions were found with 28% of teachers stating strictness sometimes leads to an inferiority complex in students. Teachers are divided, with 26% saying strictness rarely fades inner talents. Majority (34%) believe strictness sometimes widens the gap between teachers and students. 32% of teachers think strict behavior sometimes makes students fed up with their studies. 28% of teachers believe strictness sometimes decreases students' interest in studies. A significant 42% believe strict behavior often ensures students stick to their studies and complete assignments on time. Responses are varied, with 28% stating strictness sometimes increases dropout chances.

Impact of Inappropriate Language

Table 3: Impact of Inappropriate Language by the Teacher in the Classroom

Statements	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
Promotes a negative feelings among learners	25 (50%)	18 (36%)	5 (10%)	0 (0%)	2 (4%)
Pushes the learners to recognize their responsibilities	6 (12%)	6 (12%)	6 (12%)	10 (20%)	22 (44%)
Help the teacher to control the class	5 (10%)	9 (18%)	6 (12%)	10 (20%)	22 (44%)
Leads the students towards immorality	18 (36%)	20 (40%)	8 (16%)	2 (4%)	2 (4%)
Damages students self-respect	19 (38%)	18 (36%)	6 (12%)	4 (8%)	3 (6%)

The above table shows that 50% of teachers believe inappropriate language always promotes a negative feelings among learners. 44% of teachers think inappropriate language never pushes the learners to recognize their responsibilities. 44% of teachers believe inappropriate language does not help the teacher to control the class. 40% of teachers agree that inappropriate language often leads students towards immorality. 38% of teachers believe that inappropriate language always damages students self-respect.

Impact of Friendly Attitude

Table 4: Impact of Friendly Attitude of the Teacher in the Classroom

Statements	Always (%)	Often (%)	Sometimes (%)	Rarely (%)	Never (%)
Develop positive behavior in students	30 (60%)	17 (34%)	1 (2%)	1 (2%)	1 (2%)
Builds up confidence of the students	33 (66%)	12 (24%)	2 (4%)	1 (2%)	2 (4%)
Brings students closer to the teacher, but respect is lost and instructions are not obeyed	11 (22%)	15 (30%)	13 (26%)	7 (14%)	4 (8%)
Makes students remain intact with their studies	14 (28%)	26 (52%)	6 (12%)	3 (6%)	2 (4%)
Helps maintain a relaxed classroom environment	15 (30%)	22 (44%)	8 (16%)	3 (6%)	3 (6%)
Reduces grip of the teacher on the class	3 (6%)	11 (22%)	15 (30%)	6 (12%)	15 (30%)

The above table shows that 60% of teachers believe a friendly attitude always infuses a positive behaviour in students. 66% of teachers think a friendly attitude always builds student confidence. 30% of teachers agree that a friendly attitude often brings students closer but results in loss of respect. 52% of teachers believe a friendly attitude often helps students remain focused on their studies. 44% of teachers agree that a friendly attitude often helps maintain a relaxed classroom environment. Responses are mixed, with 30% of teachers marking "Sometimes" and "Never" regarding reduced grip on the class.

SUMMARY

The study was undertaken with the view of establishing the extent of the impact of teachers' interaction behavior on the achievement of students in empirical secondary schools. The primary objective of this research was to systematically investigate how teacher-student interactions influence learning outcomes in secondary education settings within the Mardan district. Among the objectives was to understand the attitude of teachers and students concerning positive behaviors as well as negative behaviors in class and its implication to learning. This dual perspective approach enabled a comprehensive examination of how different behavioral patterns are perceived by both educators and learners, and how these perceptions translate into measurable educational outcomes. These data were collected by administering a Likert scale structured quantitative questionnaires comprising five options to 100 teachers and 100 students randomly selected from 20 schools in Mardan. The methodological framework employed rigorous sampling techniques to ensure representative data collection from diverse educational contexts within the region. Among various studies, important themes noted include: Lack of strict conduct and language, friendly attitude toward a student; teaching methods; professionalism and behavior during class and in managing classes are some of contributions affecting students. These thematic areas emerged consistently throughout the data analysis process, highlighting the multidimensional nature of teacher-student interactions and their complex relationship with educational achievement in secondary school environments.

FINDINGS

The research yielded several significant findings based on the analysis of survey data collected from both teachers and students in secondary schools across Mardan district. These findings provide empirical evidence regarding the relationship between teacher behaviors and student learning outcomes:

- **Strict Behavior:** Keeps students timed up and alert but on the other hand brings about emergence of an inferiority complex in most students. The data revealed a nuanced relationship between teacher strictness and student outcomes, where certain aspects of strict behavior (such as enforcing punctuality and attentiveness) showed positive correlations with academic discipline, while excessive strictness was associated with negative psychological consequences including diminished self-esteem and increased anxiety among learners.
- **Inappropriate Language:** Undermines student's ethical standards, conduct and integrity apart from making them lose their morale. The research findings strongly indicate that the use of inappropriate or abusive language by teachers has detrimental effects on multiple dimensions of student development, including ethical formation, behavioral conduct, academic motivation, and psychological well-being, with potentially long-term consequences for students' educational trajectories and personal development.

- **Friendly Attitude:** Boosts confidence and also creates good teacher and learner relations while still establishing order. The analysis demonstrated that a friendly and approachable teaching demeanor significantly contributes to positive classroom environments, enhanced student confidence, improved teacher-student relationships, and effective classroom management, while maintaining appropriate professional boundaries and academic standards.
- **Teaching Methodology:** Methods which incorporate technology and are appealing to learners facilitate learning; boring methods which require the learner to repeat what has already been taught are cumbersome. The research findings emphasize the importance of innovative and engaging pedagogical approaches, highlighting how teaching methods that integrate technology and active learning strategies enhance student engagement and learning outcomes, while traditional, repetitive teaching methods often lead to student disengagement and diminished academic performance.
- **Professionalism:** Learners also get confidence and disciplining features from the conscious subject capable teachers on time. The study revealed that teacher professionalism—encompassing subject mastery, pedagogical competence, ethical conduct, and timely academic support—significantly contributes to student confidence development, disciplinary formation, and overall academic achievement, establishing professional conduct as a critical determinant of educational effectiveness.
- **Character Building:** As to the second idea I also have no objections stating that there is a connection between rubrics of ethical conduct and outlook of teachers and disciplining of students. The research findings confirm a significant relationship between teacher ethical conduct and student character development, indicating that teachers' moral and ethical modeling directly influences students' behavioral patterns, value formation, and disciplinary compliance within educational settings.
- **Monitoring:** Essentially, self assessment as well as the feedback that follows can be used to motivate learners and can also be used to enhance the organization of lessons. The analysis demonstrated that systematic monitoring mechanisms—including self-assessment tools, constructive feedback processes, and continuous evaluation strategies—serve as effective motivational tools for students while simultaneously providing valuable data for instructional improvement and lesson optimization.
- **Classroom Management:** Good arrangement of classroom seating also proper management helps in developing a good learning environment. The research findings underscore the importance of effective classroom management strategies, including optimal physical arrangement of learning spaces and systematic behavioral management approaches, in creating conducive learning environments that support academic engagement, social interaction, and educational achievement.

CONCLUSION

This they do with their students and in this way they influence them in several ways. Comparatively, professionalism, ethical courses, creativity in the course delivery, and motivation contribute towards sound learning. Similarly, negative behaviors such as use of abusive language or discriminating fellow students enhances negative students development.

The research conclusively establishes that teacher behaviors exert profound and multifaceted influences on student learning outcomes in secondary educational settings. The comprehensive

analysis of data collected from both teachers and students reveals that positive teacher behaviors—including professional conduct, ethical modeling, innovative pedagogical approaches, and motivational strategies—collectively contribute to enhanced learning environments, improved academic achievement, and holistic student development. Conversely, negative teacher behaviors—particularly inappropriate language use, discriminatory practices, and excessively strict disciplinary approaches—significantly undermine educational effectiveness, student motivation, psychological well-being, and long-term academic success. The study findings highlight the complex interplay between various dimensions of teacher behavior and student outcomes, emphasizing that educational effectiveness depends not only on what teachers teach but equally importantly on how they teach and interact with students. The research contributes to a more nuanced understanding of teacher-student dynamics in secondary education, providing empirical evidence that supports the development of targeted interventions, professional development programs, and educational policies aimed at optimizing teacher behaviors for enhanced student learning and development.

RECOMMENDATIONS

Based on the research findings, the following recommendations are proposed for educational stakeholders including teachers, school administrators, teacher educators, and policymakers:

1. **Encourage assertiveness in the manner that teachers approach students yet remain child friendly.** Educational institutions should develop and implement professional development programs that help teachers cultivate balanced interpersonal approaches combining appropriate assertiveness with student-centered friendliness, ensuring effective classroom management while maintaining positive teacher-student relationships that support learning and development.
2. **They also banned every abusive language to be used with classroom.** Schools and educational authorities should establish clear policies and enforce strict prohibitions against the use of abusive, inappropriate, or demeaning language in educational settings, accompanied by awareness campaigns, training programs, and accountability mechanisms to promote respectful communication and protect student dignity and well-being.
3. **Brief teachers, morally and professionally on appropriate ethical behaviors each now and then.** Regular and systematic professional development sessions should be organized to reinforce teachers' understanding of ethical conduct, professional standards, and appropriate behavioral norms in educational contexts, integrating moral education with pedagogical training to enhance overall teaching effectiveness and professional competence.
4. **They should take a wider sample to make comparison on the regional aspect in order to have broader perception.** Future research should expand the scope of investigation to include larger and more diverse samples across different geographical regions, enabling comparative analyses that identify contextual variations in teacher behaviors and their impacts, thereby enhancing the generalizability and applicability of research findings across diverse educational settings.
5. **It is recommended to use some questions from open-ended questionnaires and interviews for making use of qualitative data.** Researchers should incorporate mixed-methods approaches by integrating open-ended questions and interview protocols with

quantitative survey instruments, allowing for richer qualitative insights that complement statistical data and provide deeper understanding of the complex dynamics underlying teacher behaviors and student learning outcomes.

These recommendations collectively aim to translate research findings into practical strategies for improving teacher-student interactions, enhancing educational quality, and promoting positive learning environments in secondary schools. Implementation of these recommendations requires collaborative efforts among various educational stakeholders and systematic monitoring of their effectiveness through ongoing evaluation and research.

CREDIT AUTHOR STATEMENT

Maryam Khan: Conceptualization, Methodology, Data collection and curation, Formal analysis, Writing - Original draft preparation, Visualization. **Dr Azmat Ali Shah:** Methodology, Investigation, Validation, Writing - Reviewing and Editing. **Dr Saqib Shahzad:** Supervision, Project administration, Resources, Writing - Reviewing and Editing.

CONFLICT OF INTEREST:

The author declare that there are no conflicts of interest regarding the publication of this paper.

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