

STUDENTS' PERCEPTION TOWARDS THEIR TEACHERS' BEHAVIOUR: A CASE STUDY ON THE UNDERGRADUATE STUDENTS OF DAFFODIL INTERNATIONAL UNIVERSITY, DHAKA, BANGLADESH

*¹Jasia Mustafa, ²Nurul Mohammad Zayed and ³Sariful Islam

¹Lecturer, Department of Business Administration, Daffodil International University

²Assistant Professor and Head, Department of Real Estate, Daffodil International University

³Independent Researcher

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ABSTRACT

The purpose of the study is to examine the perception of the undergraduate students towards their teachers. Every teacher is a society maker by providing proper knowledge to their students. Students are highly motivated by their teachers' teaching with external and internal behaviour. Every student gives respect to all the teachers not only for teaching but also for being a good idle man. For making the decision, the variable descriptive statistics, Correlation for identifying the factor that highly influences Kaiser-Meyer-Olkin (KMO) test for sampling adequacy and Bartlett's Sphericity test for findings relationship among variables have been tested. This research paper is fully based on primary data and non-probability random sampling technique has been used for collecting data. The data have been collected from Daffodil International University and the sample size was 293. For making questionnaire Likert scale has been used. Out of 13 teachers' characteristics, it has been found that 5 factors highly affected students' perception. The major finding is teachers' parental behaviour significantly affects students' perception. So it is very important that teachers need training to show good behaviour towards their students.

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INTRODUCTION

Education is a very important area of our society. In the world, every country's education is not only for exams but also to provide adequate knowledge for making responsible citizen. The dynamic factor is quality higher education to ensure positive students' perception in the private universities of Bangladesh (Rahman 2013). Students measure their teachers by their ability of communication, the methods of teaching and the contents of a subject. When students feel that teacher have low characteristics, their perception become low (Uya, Etuk, and Afangideh, 2013). All teachers want to give effective teaching to their students in not only classrooms but also outside of the classrooms. In this study, it was found that all the students didn't feel good at some of their teachers' behaviour and attitude when they teach their students in the classroom.

**Corresponding author:* Jasia Mustafa,
Lecturer, Department of Business Administration, Daffodil International University

Most of the students like their teachers when students get effective take care and proper understanding from their teachers. Now -a -days most of the students want not only to become good student but also want to learn good attitude manner from their teachers. When teachers show friendly parental behaviour, students feel better. Students don't feel good when teachers do distinction by taking much take care of good students rather than some weak students. Sometimes students feel bore and bad when they get high educational pressure from their teachers. The teacher-student relationship is very good in this world. "Teacher" -this word is very small but its significance is much bigger. TEACHER stands for T= Tolerance, E= Energetic, A= Awesome, C= Caring, H= Helper, E= Excellent, R= Responsible. Every teacher is much concern about all of their students' education and other matters. Similarly, all students are too much concern about their teachers' attitude and behaviour. When teachers teach their students in the classroom, their teaching style shouldn't be underestimated founded (Ampadu-2012) in Bangladesh. There are different types of Education level like Primary

school stage, Secondary school, higher Secondary school, University level etc in Bangladesh. In Primary stage, the level is one of the significant levels because in this stage all students try to make of their characteristics by following their teachers' attitude and behaviour. If, at this stage students get better educational environment from their teachers, this would have much better for their future education. Secondary and higher secondary level of education are the fundamental stages.

Literature Review

Skinner and Belmont (1993) found mutual effect of students' inspiration on teachers conduct. Their result suggested that students, motivationally disengaging teachers' response, should not be undermined. They found the engagement of the behavioural and motivational effects. Chen and Hoshower (2003) examined that participation in evaluation of teaching is also significantly affected by students' motivation and their expectations that they will be able to reply meaningful responses. It's essential to provide quality student input for teaching evaluation and should be considered evaluation systems design, implementation and operation. Fuhrmann (2014) found that student's interest in the subject matter, teachers' behaviour in class and clear explanations for study are affected by global rating. Konti (2011) examined that students are not concerned about effective application but teachers are much concerned about their application. He also found that teachers like students who are very regular and need very low energy to teach them. Ayalew (2016) shown that there was no statically significant difference between teacher and their students' assessment practice. The global rating of teaching effectiveness is highly concerned with achievement of students in their courses: 8 of the 14 correlations were .60 or above (Gaubatz and Centra, 2003). Malaimak, (2010) used a method of descriptive quantities and found that 17.12% high score of empathy of higher education from the female students, and male perception is highest 18.51%. He also analyzed different factors like openness, positiveness, supportiveness etc. Leonak and Amalo (2018) found that during an interaction of classroom, the students are highly motivated by the performance of the teacher in Indonesia. The quality of education highly depends on the background of socioeconomic condition and status of current students (Akareem and Hossain, 2012). Their results also suggested that good characteristics of faculties and administration are moderately affecting quality of education. Students highly want to evaluate or provide feedback regarding their faculty and administration effectiveness (Schmelkin and Spencer, 2002). They also found that students believe that administration and faculty members are more attentive to their students result or performance. Educational effectiveness depends on teaching skills (Antoniou, Kyriakides and Creemers, 2009). Their study also suggested that better students' output depends on teaching differentiation, advanced skills, advanced behaviours and new teachings approach etc. After reviewing lots of literature, it was found that most of the researchers examined subject wise student's perception toward their teachers. So here research gap is to identify the characteristics of teachers that affect student's perception. So, in this paper, this gap has been addressed and examined.

Objectives

The purpose of this study is to determine which characteristics should need to teacher from student perception. The specific objectives are:

- To find out the highly influential factors that affect students' perception towards their teachers.
- To give some suggestions to upgrade the quality of teaching.

METHODOLOGY

Research Design: For collecting data, a questionnaire survey has been conducted. This questionnaire consists of seventeen Likert scale, two multiple choice and one open-ended questions.

Target Populations for this study: The target population was both female and male students of the Daffodil International University, Dhaka, Bangladesh.

Sample Size: 293 respondents were surveyed, where 201 were male and 92 were female students of the Daffodil International University.

Sampling Techniques: For selecting sample size Judgemental sampling (Non-probability random sampling) technique was used.

Techniques of Data Collection: Data has been collected from respondent by face to face conversation through questionnaires consists of open-ended and fixed –ended questions.

Scaling techniques: Likert Scale techniques which has 5 point, (Strongly Agree = 1, Agree = 2, Neutral = 3, Disagree = 4, Strongly Disagree =5), has been followed.

Reliability: For testing the reliability Cronbach's Alpha has been used.

Variables: In this study, the dependent variable is students result. The other characteristics have been considered as independent variables, like teachers' behaviour, students feeling to their teachers, insincerity in the classroom, biasedness of teachers, discrimination, teachers' attitude manner, knowledge, anger in classroom, quality training, teachers' getup, rudeness.

Data Analysis Tools and techniques: For analysing our data has been used SPSS (Statistical Package for Social Science), it was IBM SPSS 20 version. To test some hypotheses, factor analysis need to be conducted. To conduct factor analysis, it is needed to find out the adequacy of sampling and also needed to measure the strength of the relationship between the variables. Sampling adequacy has been measured by using Kaiser-Meyer-Olkin (KMO) and strength of the relationship between variables has been measured by Bartlett's test. A General Linear Model has been formulated to investigate the level of significance.

Hypothesis: Students' perception towards their teachers plays a crucial role not only in the classrooms but also outside of the classrooms. A student's perception depends on teachers' internal and external attitudes, teaching style etc.

The following hypotheses has been formulated and tested to accomplish the major objective.

H₀- Teachers characteristics do not significantly affect student's perception toward their teachers.

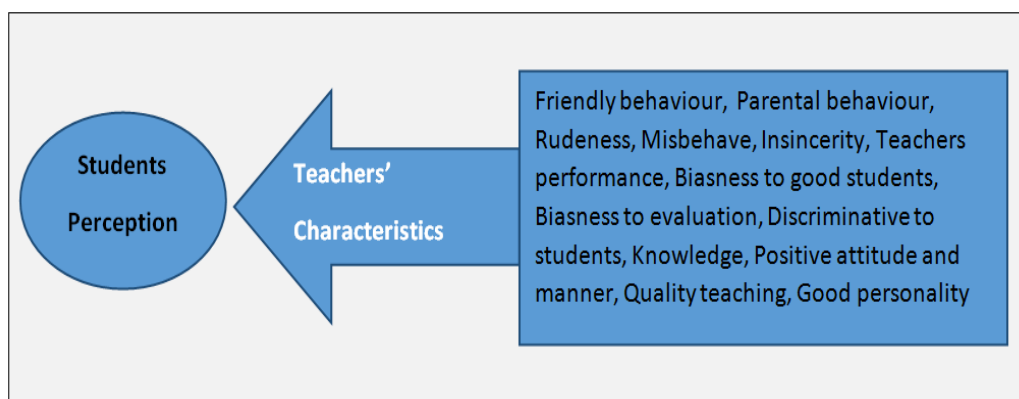


Figure 1. Theoretical Framework

Table 1. Respondent Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	201	68.6	68.6	68.6
	Female	92	31.4	31.4	100.0
	Total	293	100.0	100.0	

Source: Estimated

- H₁** - Friendly behaviour significantly affects students' perception toward their teachers.
- H₂**- Parental behaviour significantly affects students' perception toward their teachers.
- H₃**-Rudeness significantly affects students' perception toward their teachers.
- H₄**- Misbehave significantly affects students' perception toward their teachers.
- H₅**- Insincerity significantly affects students' perception toward their teachers.
- H₆**- Teachers' performance significantly affects students' perception toward their teachers.
- H₇**- Biasness to good student significantly affects students' perception toward their teachers.
- H₈**- Biasness to evaluation significantly affects students' perception toward their teachers.
- H₉** - Discrimination to students significantly affects students' perception toward their teachers.
- H₁₀**- Knowledge significantly affects students' perception toward their teachers.
- H₁₁**- Positive attitude and manner significantly affect students' perception toward their teachers.
- H₁₂**- Quality teaching significantly affects students' perception toward their teachers.
- H₁₃**- Personality significantly affects students' perception toward their teachers.

Theoretical Framework

(Students Perception) = f(Teachers' characteristics)

Analysis: Table 1 shows Respondents' Gender analysis. Total respondents were 293 where 201 were male and 92 were female respondents.

(Student's Perception) = f(Teachers' characteristics)

For making the research reliable appropriate data have been collected from 293 respondents of both male and female students from different department Daffodil International University. All data are normally distributed. A P-P plot has been used for testing the normality. Cronbach's Alpha has been tested to test the reliability of variables.

There are 13 variables of regarding teachers characteristics such as, friendly behaviour, parental behaviour, rudeness, misbehave, insincerity, teachers' performance, biasness to good students, for biasness to evaluation, for discriminative to students, knowledgeable, positive attitude and manner, quality teaching and Personality. These 13 variables have their individual Cronbach's Alpha value, such as 0.580 for friendly behaviour, 0.575 for parental behaviour, 0.566 for rudeness, 0.576 for misbehave, 0.580 for insincerity, 0.547 for teachers performance, 0.514 for biasness to good students, 0.527 for biasness to evaluation, 0.526 for discriminative to students, 0.518 for knowledgeable, 0.515 for positive attitude and manner, 0.503 for quality teaching and 0.562 for personality. Appropriate data has been collected to examine the influence of teachers' characteristics on students' perception. There has a strong relationship among variables by found Bartlett's test and samplings are adequate found by testing Kaiser-Meyer-Olkin (KMO). Table-3 shows the Kaiser-Meyer-Olkin (KMO) test and Bartlett's Test of Sphericity. More than 50 samples, sampling adequacy, and strong variable relationship are required for factor analysis.

The standard measures of KMO returns are 0.0 to 0.49 is unacceptable, 0.50 to 0.59 is miserable, 0.60 to 0.69 is medium, 0.70 to 0.79 is middling, 0.80 to 0.89 is meritorious and 0.90 to 1.00 is marvellous. The KMO test result is .663 so sampling is adequate and it is acceptable. The Bartlett's Test of Sphericity score is 0.00 significance level. So, the null hypothesis is rejected because significance level is less than .05. Table-4 showed the extraction method and tried to discover the principal components by reducing factors for further analysis. The Scree plot and table-5 represent total variance within 6 components. Here among 13 dimensions, the model has been fitted with 5 components by the analysis of factors. From Table -5 it can be seen that 5 components have value of Eigen which is less than 1. From the column of Extraction Sums of Squared Loadings (Table-5) it can be seen that the loading for components is 56.916%. In Scree plot, component 1 is in the highest position for Eigenvalue (19.348%). Component 2 (12.455%) has the long-distance from component 3 (41.025), and also greater distance from component 1. Distance has minimized between the component 3 and component 4.

Table 2. Descriptive statistics of teachers' characteristics that affect students' perception

	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Friendly	293	1.00	5.00	1.6962	.05116	.87579
Parental behaviour	293	1.00	5.00	1.5051	.04474	.76580
Rudeness	293	1.00	5.00	2.6894	.07370	1.26157
Misbehave	293	1.00	5.00	2.6416	.05915	1.01254
Insincerity	293	1.00	5.00	3.8464	.06040	1.03383
Teachers' Performance	293	1.00	5.00	2.2628	.06724	1.15088
Biasness to good students	293	1.00	5.00	2.7304	.07362	1.26016
Biasness to evaluation	293	1.00	5.00	2.7884	.06275	1.07410
Discriminative to students	293	1.00	5.00	2.6553	.06560	1.12290
Knowledgeable	293	1.00	5.00	2.2799	.06639	1.13634
Positive attitude and manner	293	1.00	5.00	2.2457	.06251	1.06999
Quality teaching	293	1.00	5.00	2.6792	.06904	1.18183
Personality	293	1.00	5.00	2.1536	.06059	1.03713
Personality.	293	1.00	5.00	2.2218	.05603	.95906
Valid N (list wise)	293					

Source: Estimated

Table 3. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.665
Bartlett's Test of Sphericity	Approx. Chi-Square	413.917
	df	78
	Sig.	.000

Source: Estimated

Table 4. Extraction Method: Principal Component Analysis of the factors affecting Student Perception

Factors of teacher characteristics	Initial	Extraction
Friendly	1	0.591
Parental behavior	1	0.687
Rudeness	1	0.591
Misbehave	1	0.59
Insincerity	1	0.367
Teachers' Performance	1	0.658
Biasness to good students	1	0.512
Biasness to evaluation	1	0.568
Discriminative to students	1	0.519
Knowledgeable	1	0.695
Positive attitude and manner	1	0.641
Quality teaching	1	0.565
Personality	1	0.417

Source: Estimated

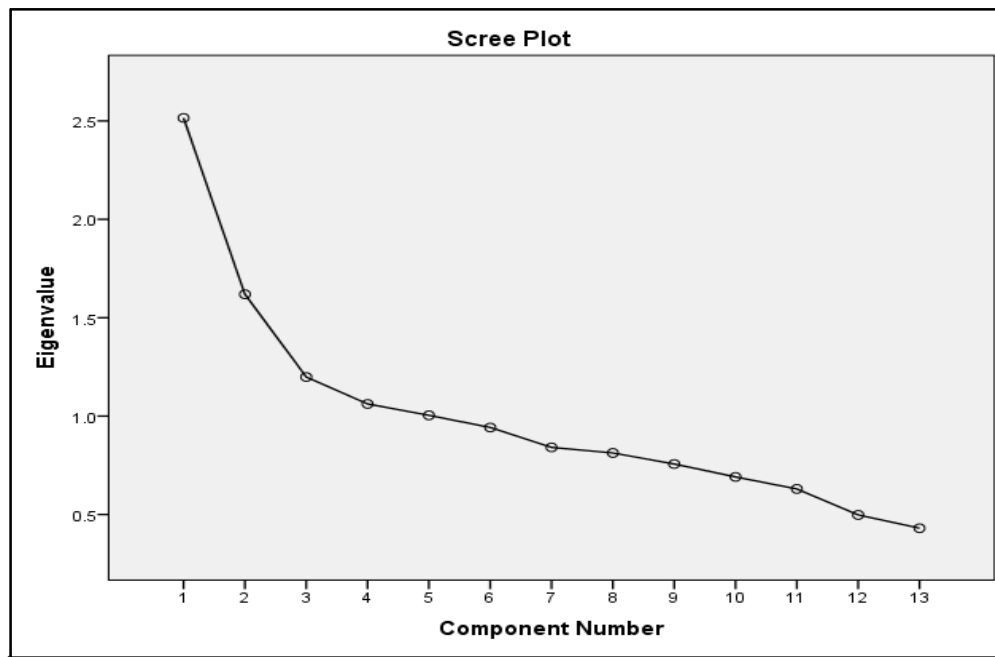
Table 5. Extraction Method: Total variance Explained in Factors of teachers' characteristic

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.515	19.348	19.348	2.515	19.348	19.348
2	1.619	12.455	31.803	1.619	12.455	31.803
3	1.199	9.222	41.025	1.199	9.222	41.025
4	1.062	8.168	49.193	1.062	8.168	49.193
5	1.004	7.723	56.916	1.004	7.723	56.916
6	.942	7.247	64.163			
7	.841	6.469	70.632			
8	.813	6.252	76.885			
9	.757	5.819	82.704			
10	.691	5.315	88.019			
11	.630	4.844	92.863			
12	.498	3.828	96.691			
13	.430	3.309	100.000			

Source: Estimated

Dependent variable, Students' perception is explained by these components. From Table-6it can be observed that there are 5 components that represent the highest rank positively out of 13 factors. Quality teachings is component1 (0.655), discriminative to students is component 2 (0.656), parental behaviour is 3 (0.75), teachers' performance is component 4 (0.615) and the last component 5 (0.515) is rudeness of teachers.

Here it was found that parental behaviour has the highest influence on students' perception Secondly, discriminative to the students influences students' perception. By this test, appropriate support was found alternative hypothesis H_2 , H_9 , H_{12} , H_6 , and H_3 . Table-7 presented the correlations of students' perception with teachers' characteristics. Here parental behaviour has highest strong correlation (.124) with .034 significant value.



Source: Estimated

Figure 2. Scree Plot

Table 6. Rotated Component Matrix of Teachers' Characteristics

Factors of Teachers' Characteristics	Component				
	1	2	3	4	5
Friendly Parental behaviour			0.75		
Rudeness					0.515
Misbehave					
Insincerity					
Teachers' Performance				0.615	
Biasness to good students					
Biasness to evaluation					
Discriminative to students		0.656			
Knowledgeable					
Positive attitude and manner					
Quality teaching	0.655				
Personality					

Source: Estimated

Table 7. Correlations of Student perception with Parental behaviour

		Student Perception	Parental behavior
Student Perception	Pearson Correlation	1	.124 [*]
	Sig. (2-tailed)		.034
	N	293	293
Parental behaviour	Pearson Correlation	.124 [*]	1
	Sig. (2-tailed)	.034	
	N	293	293

Source: Estimated

Table 8. Anova of students' perception of teacher characteristics

Students' Perception	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	31.737	26	1.221	1.423	.089
Within Groups	228.242	266	.858		
Total	259.980	292			

From Table 8, it can be said that teachers' characteristics highly influence students' perception at .089 significant level.

SUMMARY OF FINDINGS

At the end of the study, the findings are as follows

- Out of 13 teachers' characteristics, 5 characteristics highly influence students' perception.
- Out of highly influential factors teachers' parental behaviour mostly influences students' perception.

- So this research is showing that, the students of Daffodil International University are highly influenced for measuring or taking decisions about their teachers by teachers' characteristics.

Conclusions and Recommendations

Bangladesh has not only lots of universities but also has colleges, Schools and different types of educational institutions. For providing better quality education, positive

students' perception about their teachers' is required. Students' perception not only depends on teachers' internal characteristics but also influence other factors. Teachers are playing very crucial role in our society for making skill full and capable students. They are always trying to offer their best in education for students. For better education our education system need teachers and students collaboration. Not only Daffodil International University but other educational institutions must focus on providing quality teaching. When teachers'-students' relationship will be positive then both parties will feel happy in the education process.

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