Perception of Teachers' Cooperative Behaviour about Students performance at Elementary School Level

Dr. Khadija Sittar

(Assistant Professor Lahore Leads University) drkhadijasittar@leads.edu.pk

Dr. Sumaira Munawar

(Assistant Professor, Lahore Leads University) sumairamunawar16@gmail.com

Dr. Musarrat Habib

(Assistant professor, University of Lahore, Lahore) javaidmusarrat@gmail.com

Abstract

Cooperative Behaviour is a process activity in which teachers facilitate and guide students during the classroom instruction by providing the material regarding different activities. The aim of the study was to determine the perception of teachers' cooperative behaviour about students' performance at elementary school level. The study was quantitative in nature and survey method was used. The population of the study was elementary school teachers at district Lahore. Convenient sampling technique was used to conduct the study. One hundred and fifty-nine female teachers were selected from public elementary schools of district Lahore. Questionnaire was used for data collection which was consisted of thirty statements about teachers' cooperative behaviour. Mean and standard deviation was calculated. One-way ANOVA was used to find the significance difference among demographic variables (qualification and experience). The findings of the study indicated that teachers' cooperative behaviour provide assistance for developing the performance of students.

Key words: Cooperative Behaviour, performance

Introduction

In classroom teaching learning process, the behaviour of a teacher is very important and it is seen as the overall teaching conduct of a qualified person imparting knowledge to the students. So, all the verbal and nonverbal acts of a teacher in teaching-learning process will comprise his teaching behaviour. It is a proven fact that all the learners take a compulsory effect of different approaches, strategies and teaching styles of the teachers. Ahmed, et al. & Pahi, (2020a) have advocated that the provision of a conducive learning environment to the learners by a teacher is mandatory and it leaves a very positive impact on the academic achievement of the learners. Thus, teachers' behaviour works as the mirror that shows the right reflection of his overall conduct in the class.

Babad (2009) has defined behaviour as the specific conduct of an individual in response of some stimuli. The behaviour of an individual may be observed as well as identified. The students directly take the impact of teacher's behaviour so he is expected to be very careful in his actions and reactions inside or outside the class before the learners. Shah (2009) is of the view that generally when the learners respond, praise or criticise the teacher's conduct or teaching style, the said teacher reacts.

According to Shah (2009), teacher learns a lot from his teaching experiences when comes across different situations in teaching learning process and he made serious attempts to tackle the said situations efficiently and successfully. The prevailing condition and competition, force all the teachers to be well abreast of their assigned roles and responsibilities. Blazar (2016) has pointed out the unfixed and changing role of teachers as constant changes are emerging in the present educational system and the contemporary societies. So, all the teachers need to know and comprehend their frequently changing role.

The present study has measured the behaviour of a teacher with eight components of behaviour which include the speech, interaction with the learners, enthusiastic approach, clarity, organization, pace, rapport and disclosure. Pianta, & Hamre (2009) have presented four main processes of behavioural interaction of teacher with the learners. While applying standardized protocols, it can be assessed by observations and keeping the element of error in view, it can be analysed as well. The interaction of teacher may also be validated to predict the achievement level of the learners. Moreover, such interaction with the students can be modified for the prediction of learners' academic achievement.

In terse words, the description of observable outcome of teachers and learners' achievement in teaching learning process in the class is called the behaviour that may leave positive or negative impact. It may also be effective if positive and ineffective if it appears as negative. The desired results and expected output can only be achieved through the positive and effective behaviour. An action that keeps on changing according to the situation and time is behaviour of an individual. According to Blazar & Kraft (2017), behaviour may be categorized into three sorts which include, actions, feelings and thoughts. It may be classified into cognitive, affective and psychomotor as well. The process of thinking, memory, evaluation and problem solution are the areas of cognitive behaviour while the feelings and person's attitude come under the affective behaviour. However, all the muscular activities are counted in psychomotor behaviour.

All the teachers who work with great dedication, commitment and diligence are considered the excellent models. The personality of teacher plays vital role in his conduct with others and it leaves prolonged impact on learners' performance. Blazar (2016) is of the view that the professional teachers are always well-equipped with the skill of communication. They utilize their expertise. They have the skill of facilitating the learners with conducive learning environment. The previous research work of Hattie (2012) has disclosed the impacts of the behaviour of teachers on the overall academic performance of the learners at the university level.

Alzahrani (2016) has affirmed that cooperative acquisition possesses strong and deep foundations in social settings. It covers motivational theories and social harmony. There is specific effect of social constructivism that stresses on mutual understanding of people on different social issues. Slavin

(2015) has declared that constructivist theory believes that the knowledge is constructed socially and the learning takes place when difference or clash in the cognition appears. Ning, & Hornby (2014) have pointed out that motivational theories have supported the notion that the students can achieve their academic objectives more easily and effectively with the collective attempts in the class. They help and back each other that ultimately maximises their overall quality output. The unity and sense of collective efforts support them to move ahead with social cohesion and perform consistently in a befitting manner (Slavin, 2015).

The term of cooperative learning has been defined by Felder and Brent (2010) differently as the working of students in groups and accomplishing the assigned task collectively in prescribed particular conditions. All the students are accountable for their assigned work in cooperative learning. The project is accomplished through collective effort in which every member cooperates and contributes some effort. In pithy words, cooperative learning is an instructional setting of class in which the learners work in small groups to enhance their acquisition of knowledge and ultimately, they get the mastery over the chunk of imparted information (Johnson, et al., 2016).

Duplass (2006) has explicated the cooperative learning, to some extent, in the same sense as stated above. The researcher is of the view that it is a kind of teaching which facilitates the learners to work in groups or teams to complete an assigned task with the elements of collaborative approach, collective movement and the accountability. The role of a teacher is like a facilitator, supervisor and an expert coach in cooperative learning.

Objectives of the study

Objectives of the study were to:

1. Find out the of teachers' cooperative behaviour on their performance at elementary school level.
2. Find out the difference among teachers' cooperative behaviour according to their qualification.
3. Find out the difference among teachers' cooperative behaviour according to their experiences.

Research questions

1. What was the perception of teachers' cooperative behaviour on their performance at elementary school level?
2. What was the difference among teachers' cooperative behaviour according to their qualification?
3. What was the difference among teachers' cooperative behaviour according to their experiences?

Research Methodology

The study was descriptive in nature and survey method was used. Population of the study were consisted of female elementary school teachers at district Lahore. Convenient sampling technique

was used to select sample for the present study. The sample of study was consisted 133 female elementary school teachers in district Lahore.

Instrumentation

Five point likert type scales was used to collect the data. Questionnaire was consisted on two parts. First part was consisted on demographic variables and second was consisted on teachers' cooperative behaviour. Self-developed questionnaire was used for research.

Data collection

Data were collected form elementary school at district Lahore.

Data Analysis

Computer program SPSS (statistic package for social science) was used to analyse data. Data were analysed by using descriptive statistics. Mean and Standard Deviation was calculated. One Way ANOVA was used to see the significant difference among teachers according their qualification and experience.

Table

Mean and Standard Deviation of teachers' cooperative behaviour and students' performance

Sr. no. Statements	N	Mean	Std. Deviation
1. I have good knowledge about subjects.	133	4.54	.500
2. I attend and leave class on time.	133	4.47	.516
3. I am kindly and approachable with my students	133	4.43	.512
4. I am friendly and approachable with my students.	133	4.43	.526
5. I come in class with proper preparation of lesson.	133	4.45	.514
6. I start my class with proper lesson plans.	133	4.45	.499
7. I check class work my projects on time.	133	4.50	.517
8. I share my own experience with my co-workers.	133	4.65	.477
9. I always help my students in free time.	133	4.65	.477
10. I always cooperate with my friends and teachers.	133	4.59	.538

perception of teachers' cooperative behaviour about students performance at elementary school level

	N	Mean	SD
11. I give proper information related subjects.	133	4.39	.520
12. I behave politely to all students.	133	4.30	.590
13. I give importance to complete the course on time.	133	4.17	.803
14. I appreciate the students to their excellent performance.	133	4.43	.581
15. I feel self-reliant and expert during lectures delivering.	133	4.39	.613
16. I wear formal, neat and sober dress.	133	4.32	.689
17. I use different books in my class	132	4.42	.581
18. My students participate different co-curricular activities.	133	4.44	.569
19. I am contented with my teaching methodology.	132	4.52	.531
20. I give different examples related life experience.	133	4.46	.544
21. I taught through different teaching methods.	133	4.44	.607
22. I always punctual in my duties.	133	4.45	.583
23. I encourage the students through different techniques and methods.	132	4.53	.545
24. I enter in class with smiling face.	133	4.47	.531
25. I encourage my students for learning.	132	4.47	.545
26. I also focus students' personality and character building.	133	4.44	.542
27. My classroom environment is very self-determining.	133	4.44	.595
28. I engage my students with different activities in the school.	133	4.38	.600
29. I always give positive feedback of my students.	133	4.52	.545
30. I use different method to assessing students' performance.	133	4.53	.544

The table shows the mean and standard deviation of teachers' cooperative behavior and students' performance. Majority of the teachers was agreed about the statements of "I have good knowledge about subjects (M=4.54, SD=.500), I attend and leave class on time (M=4.47, SD=.516), I am kindly

and approachable with my students (M=4.43, SD=.512). I am friendly and approachable with my students (M=4.43, SD=.526), I come in class with proper preparation of lesson (M=4.45, SD=.514). I start my class with proper lesson plans. (M=4.45, SD=.514), I check class work my projects on time (M=4.50, SD=.517). I share my own experience with my co-workers (M=4.65, SD=.477). I always help my students in free time (M=4.65, SD=.477) I always cooperate with my friends and teachers (M=4.59, SD=.538). It is concluded that majority of the teachers have agreed and high mean values in their responses.

I feel self-reliant and expert during lectures delivering. (M=4.39, SD=.613), I wear formal, neat and sober dress. (M=4.32, SD=.689, I I use different books in my class (M=4.42, SD=.581), My students participate different co-curricular activities (M=4.44, SD=.569), I am contented with my teaching methodology (M=44.52, SD=.531). I give different examples related life experience (M=4.46, SD=.544). I taught through different teaching methods (M=4.44, SD=.607). I always punctual in my duties (M=4.45, SD=.583), I encourage the students through different techniques and methods (M=4.53, SD=.545), I enter in class with smiling face. (M=.4.47, SD=.531). I encourage my students for learning (M=4.47, SD=.545). I also focus students' personality and character building (M=4.44, SD=.542), My classroom environment is very self-determining (M=4.44, SD=.595), I engage my students with different activities in the school (M=4.533, SD=.545), I always give positive feedback of my students (M=4.52, SD=.544). It is concluded that majority of the teachers have agreed and high mean values in their responses.

Table 2

One way ANOVA identify the Difference between teachers qualification regarding cooperative behavior

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	69.786	2	34.893	1.043	.355
Within Groups	4347.778	130	33.444		
Total	4417.564	132			

Table shows that One-way ANOVA was applied to identify difference in teachers' qualifications regarding cooperative behaviours of elementary schools' teachers. There was no difference $F(132) = 1.043$, $p = .355$ in teachers' cooperative behaviours on the basis of their qualification. It shows that there was significant difference in teacher's cooperative behaviours on the basis of their qualification.

Table 3

One way ANOVA identify the Difference between teachers experiences regarding cooperative behavior experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	427.504	3	142.501	4.607	.004
Within Groups	3990.059	129	30.931		
Total	4417.564	132			

Table shows that One-way ANOVA was applied to identify difference of teachers experience regarding cooperative behaviours of elementary schools teachers. There was significant difference F (132) = 4.607, p =.004 in teachers' cooperative behaviours on the basis of their experience. It shows that there were significant difference cooperative behaviours on the basis of their experience.

Discussion

Finding of this study described attitude of the teachers with students was friendly. They judge students' interest in study by providing them freedom in classroom discussion and by using technique of question answer. Teachers behave honestly with students during examination and understand their facial expression in classroom interaction. This finding is reinforced results of Ahmad (2001) that question answer technique makes classroom environment during interaction with students more attractive. During instruction in classroom teachers have to choose appropriate questions for getting feedback from students in the classroom. This finding of the study is also lined with the study of Iqbal (1996) how stated that judicious and friendly behaviour of teachers with students make them talented. Elementary teachers' cooperative behaviour and education have significant effect on the character building of students supported with the findings of Reddy (1992), that cooperative behaviour of teachers in classroom is important for character building of students. Teacher need to present a model of honesty and faithful before students during academic's activities. Teachers induce cooperative behaviour, honesty, self-esteem, and love for nation in their students.

Regarding the experience of teachers' cooperative behaviour have positive effect on students learning relates with the finding of (Babad, 2009) that if the teachers are experienced. They reflect their expectation and students can perform in better way. The experience teachers not only deal with the intelligent in a best way but they also guide the medium and low average students how they have to develop their performance in class activities (Urhahne, Chao, Florineth, Luttenberger, & Paechter, 2011; Urhahne, Schanze, Bell, Mansfield, & Holmes, 2010). According to the (Urhahne, 2015) favourable behaviour of teachers with some students play negative role for character building of students and other ignored students feel guilty during class room instruction (Bates & Nettelbeck, 2001; Begeny, Eckert, Montarello, & Storie, 2008).

If the teacher is regular and associated with the work of students and help them to improve their areas of interest in different discipline. If teachers put efforts to bring a positive change regarding their regularity in classroom lectures and develop a positive manner among students during the

explanation of subject matter (Begeny et al., 2008; Feinberg & Shapiro, 2003, 2009). Therefor, skillfull and intelligent teachers develop positive and cooperative behaviour among students. The result of this study relate with the teachers performances and ability (Parsa, 1996, Sherrill et. al., 1996; Crowley, 1993; Kyle, 1991).

Generally, strong relationship between teachers and students instructional and social attitude develop punctuality in instruction process during classroom hours. Students teachers' affiliation in process of teaching develop a proper understanding and has positive impact on teachers' success in description of classroom lesson.

Recommendations

1. The findings of the study described that students used good comments about teachers before others and head of institution on the behalf of their cooperative behaviour. So, it is recommended that teachers might motivate the students for the development of their knowledge and minimizes their deficiencies in reading and learning.
2. It is suggested that teachers' unnecessary favouritism be discouraged. Head pf departments should make sure that students may not be favoured without merit.
3. Teacher training should be recommended for positive teachers' behaviour. The training should be involved psychological guidance for improving teacher's behaviour. Teacher should go through a behaviour measurement processes before recruitment.

References

1. Alzahrani, I. (2016). The role of constructivist learning theory and collaborative learning environment on Wiki classrooms and relationship between them. World Academy of Science, Engineering and Technology *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering, 10*(3), 882-885.
2. Ahmed, R. R., Salman, F., Malik, S. A., Streimikiene, D., Soomro, R. H., & Pahi, M. H. (2020). Smartphone Use and Academic Performance of University Students: A Mediation and Moderation Analysis. *Sustainability, 12*(1), 439.
3. Babad, E. (2009). Teaching and nonverbal behavior in the classroom. *International handbook of research on teachers and teaching*, 817-827.
4. Blazar, D. (2016). *Teacher and teaching effects on students' academic performance, attitudes, and behaviors* (Doctoral dissertation).
5. Bates, C., & Nettelbeck, T. (2001). Primary school teachers' judgements of reading achievement. *Educational Psychology, 21*(2), 177-187
6. Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational evaluation and policy analysis, 39*(1), 146-170.
7. Crowley, E. Paula. (1993). A qualitative analysis of mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors. Exceptionality, Vol. 4(3):131-135.
a. uplass, J. (2006). Middle and High School Teaching: Methods, Standards, and Best Practices. Boston:
b. Houghton Mifflin Company
8. Duplass, J. (2006). *Middle and High School Teaching: Methods, Standards, and Best   Practices.*   Boston: Houghton Mifflin Company
9. Felder, R. M & Brent, R. (2010). *Cooperative Learning.* N.C.: N.C. State University Press
10. Galloway, David, & Rogers, Colin, (1994). Motivational style: A link in the relationship   between   school effectiveness and children's behavior? *Educational and Child   Psychology, 11* (2): 16-25.
11. Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning: Routledge. Mulalic, A., Shah, P. M., & Ahmad, F. (2009). Perceptual learning styles of ESL students. *European journal of social sciences, 7*(3), 101-113.

12. Kraft, M. A., & Grace, S. (2016). *Teaching for tomorrow's economy? Teacher effects on complex cognitive skills and social-emotional competencies*. Brown University Working Paper.

13. Kyle, Patricia, B. (1991). Developing cooperative interaction in schools for teachers and administrators. *Individual Psychiatric Journal of Adlerian Theory –Research on Patricie, Vol. 42* (2): 261-265

14. Kennedy., Janice, H. (1995). Teachers, students, paraprofessionals, and young adults judgments about the acceptable use of corporal punishment in the rural south. *Education and treatment of children, 18* (1): 53-64.

15. Ning, H., & Hornby, G. (2014). The impact of cooperative learning on tertiary EFL learners' motivation. *Educational Review, 66*(December 2014), 108–124.

16. Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational researcher, 38*(2), 109-119.

17. Parsa, Mohammad (1996). Application of psychology in education, Tehran; Be'sat Publications.

18. Slavin, R. E. (2015). Cooperative learning in elementary schools.Education 3-13: International Journal of Primary, *Elementary and Early Years Education, 43*(1), 5-14.

19. Shah, S. S. A. (2009). Impact of teachers' behaviour on the academic achievement of university students. *Journal of College Teaching & Learning (TLC),* 6(1).

20. Shahni Yeylagh, Manizhe (1990). Psychology for education. Tehran; Roshd Publications.

21. Urhahne, D., Chao, S. H., Florineth, M. L., Luttenberger, S., & Paechter, M. (2011). Academic self-concept, learning motivation, and test anxiety of the underestimated student. *British Journal of Educational Psychology, 81*(1), 161-177.

22. Wallace, Gary Ray (1994). Discipline that motivates. *Journal of Instructional Psychology, Vol. 21*(4): 371-374.