

INFLUENCE OF THE TEACHER BEHAVIOR ON PSYCHOLOGICAL CAPITAL OF SECONDARY SCHOOL STUDENTS

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Abstract: As we know that the quality of nation depends upon the quality of its education not only depends on economic. The quality of their education depends upon the quality of their teachers. In this research article we discuss the influence of teacher's behavior on the psychological capital of secondary school students. All the school students of secondary school constituted the population and the sample of the study is 200 students (100 boys and 100 girls). Random sampling technique was used to select the sample. The results of the study revealed that there is a positive relationship between Teacher BEHAVIOR and Psychological Capital. It also found that there is no significant difference in Psychological Capital of boys and girls. Positive co-relation was also found between Teacher BEHAVIOR and Psychological Capital of boys and girls.

Keyword: Teacher behavior, psychological capital, psychology, secondary school, student

Introduction

Teacher's BEHAVIOR the term for the behavioral manifestation of the act of teaching, done for facilitating the learning by a student. It therefore encompasses all the verbal and nonverbal behaviors demonstrated by a teacher in import education. It is seen that the teaching approach and techniques applied by different teachers, have different results for students' performances. The teacher therefore has a key role to play in providing an encouraging learning environment for their students to excel academically. A major portion of the onus for quality learning therefore falls upon the personality and attitude of the teacher. Psychological Capital (Psycap) is a higher order need of human capital as it assists in addressing manifold behavioral issues of an organization. Avolio and Luthans (2006) viewed Psycap as "what you can become in terms of positive development" than other forms of capital investments that is human capital "what you know," social capital "who you know" and financial capital "what you have." Thus, a dedicated domain of Psycap in behavioral science was argued to provide necessary road map for efficient functioning of human resources (Nelson & Cooper, 2007; Youssef & Luthans, 2012). In educational psychology, the student motivation is one of the important elements that contribute to the learning process. Several investigations have been conducted that examine the motivational conditions of learning. The underlying implication of student motivation appears to lay the process of "how" students are taught rather "what" they are taught. Motivation has been described as a process that includes the specific directive and stimulating properties. This can lead the students to arousal and investigative BEHAVIORS give directions and purpose to their BEHAVIORS, allow BEHAVIORS to persist and lead to choices of preferred BEHAVIORS. A general pattern to the student motivation towards learning often takes the following sequential forms: student energy, volition, direction, involvement and completion. If one of the student motivations break down the entire process may come to a complete halt. BEHAVIOR is observable outcome of the teacher that affects the student performance in different activities in institution. BEHAVIORS may be positive or negative and effective and ineffective. The BEHAVIOR produces the requisite results. BEHAVIORS are the action, which is different at different time. There are three types of BEHAVIOR, thinking, feeling and doing. The classification of thinking BEHAVIOR is very important for learning process and it can be divided into three domains. These domains are cognitive, affective and psychomotor. Cognitive BEHAVIOR consists on knowledge outcomes and intellectual abilities and skills. Affective BEHAVIOR based on individuals hidden abilities likes, attitude, interests, appreciation and modes of adjustment. Psychomotor domain based on perceptual and motor skills (Shah, 2009).

Rationale of the study

It is stated, “Educational system of any country can provide the guarantee of success and prosperity for their nations”. The teachers can bring the qualitative changes in raising the standards of education, which ensures the welfare, progress and prosperity of the nation. For this purpose, it is need to conduct research in the relative field so that the teaching skills can be improved. This research study will help a lot to understand how the behavior of the teachers and student motivation affect the learning process of the students. Teachers who have the interpersonal skills and positive behavior affect the learning and achievement of the student in classrooms. This research will help to understand the professional attitude as it is to believe that professional attitude serves in many valuable ways and knowing these attitudes can serve a lot. Some students are sharp and some students are very lazy in their studies. For this situation, teacher should cooperate with their students, and work for the improvement of students in their study. After this study, we shall know about the behavior of teacher with their students and know about that their teacher given equal importance to each student. We shall also able to know about the student’s motivation for their learning, completion of the study and interest of study, how to success in their life. Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. The influence of teacher’s behavior plays an important role on psychological capital.

VARIABLES USED

Independent Variable: Teacher BEHAVIOR

Dependent Variable: Psychological Capital

Objectives: The objectives of the study have been as under:

- ❖ To compare the Psychological Capital of secondary school boys and girls.
- ❖ To find out the relationship between Teacher BEHAVIOR and Psychological Capital of Secondary school students.
- ❖ To find out the relationship between Teacher BEHAVIOR and Psychological Capital of Secondary school boy’s students.
- ❖ To find out the relationship between Teacher BEHAVIOR and Psychological Capital of Secondary school girl’s students.

Hypotheses

- ❖ There will be no significant different among boys and girls secondary school students to Psychological Capital.
- ❖ There will be no significant difference among Teacher Behavior and Psychological Capital of Secondary school students.
- ❖ There will be no significant different among Teacher Behavior and Psychological Capital of Secondary school boys.
- ❖ There will be no significant difference between Teacher Behavior and Psychological Capital of Secondary school girls.

Methodology and sample study:

The research work aimed to find the relationship in Psychological Capital of boys and girls of Secondary school students. For this research 200 sample of boys and girls of Secondary school of Sonipat District.

TOOLS USED

The following tools are used in the study:

- Measured by Inventory of teacher’s behavior Assessment Scale: **Hurry g. Murray**
- Measured by Psychological Capital assessment scale Dr. Reena Rani and Ms. Menka Choudhary

STATISTICAL TECHNIQUES USED

Mean, S.D, 't' test and coefficient of correlation are used to analysis the data

Table 1: Showing means difference between Psychological Capital of Secondary school students

There is significant difference on Psychological Capital of Secondary school boys and girls to test the hypothesis, Mean, Standard Deviation and t-value of the scores obtained from the scale were calculated with respect to stream. The results are presented in.

Stream	N	Mean	SD	't'	Level of Significance
Boys	100	105.45	17.5	0.879	not Significant
Girls	100	105.07	15.85		

table 1: descriptive statistics related to the psychological capital of secondary school boys and girls

The table shows that mean scores of boys and girls are 105 & 105.07 respectively while SD of boys and girls is 17.5 & 15.85 respectively. The t-value is 0.879. So, the null hypothesis is accepted it means there is no significant difference in Psychological Capital of boys and girls.

Table 2: Showing means difference of Teacher BEHAVIOR and Psychological Capital of Secondary school students: -

There is no significance difference on Teacher BEHAVIOR and Psychological Capital of School Students. To test the hypotheses, mean and 'r' value of the scores obtained from the scale were calculated with respect to stream. The results are presented in Table-2

Variables	N	Mean	r value	Remarks
Teacher BEHAVIOR	200	105.26	0.0947	not Significant
Psychological Capital	200	165.31		

table 2: descriptive statistics related to teacher behavior and psychological capital of secondary school boys and girls

It is evident from the table -2 that the computed 'r' value of Teacher BEHAVIOR with relation to Psychological Capital is 0.0947 and the critical value is 0.195 at 0.5 level of significance with 198df. The calculated value is less than from the table value So the Null Hypothesis is accepted. It shows that there is no significant relationship between Teacher BEHAVIOR and Psychological Capital of prospective students. Positive co-relation is also found between Teacher BEHAVIOR and Psychological Capital of prospective students.

Table 3: Showing relationship of teacher behavior and Psychological Capital of secondary school boy's students:

There is significant difference on Teacher BEHAVIOR and Psychological Capital of Secondary School boys and girls. To test the hypothesis, Mean and 'r' value of the scores obtained from the scale were calculated with respect to stream. The results are presented in Table-3

Variables	N	Mean	R-value	Remarks
Teacher Behavior	100	105.45	-0.16507	not Significant
Psychological Capital	100	152.68		

table 3: descriptive statistics related to teacher behavior and psychological capital of secondary school boys' students

It is evident from the table 3 that the computed 'r' value of Teacher BEHAVIOR with relation to Psychological Capital is -0.165 and the critical value is 0.195 at 0.5 level of significance with 198df. So, the Null Hypothesis is accepted. It may be interpreted that there is a significant relationship of Teacher BEHAVIOR and Psychological Capital of prospective students.

Showing relationship between Teachers BEHAVIOR and Psychological Capital of Secondary School girl's students: -

There is significant difference between Teacher BEHAVIOR and Psychological Capital of Secondary School girls. To test the hypothesis, Mean, 'r' value of the scores obtained from the scale were calculated with respect to stream. The results are presented in Table-4

Variables	N	Mean	r value	Remarks
Teacher behavior	100	105.07	0.0947	not Significant
Psychological Capital	100	178		

Table 4: Descriptive statistics related to Teacher BEHAVIOR and Psychological Capital of Secondary school girls' students

It is evident from the table 3 that the computed 'r' value of Teacher BEHAVIOR with relation to Psychological Capital is 0.0947. So, the Null Hypothesis is accepted. It may be interpreted that there is a significant relationship of Teacher BEHAVIOR and Psychological Capital of prospective students. There is positive co-relation found between Teacher Behavior and Psychological Capital of prospective students.

Discussion:

The relationship between the Teacher's BEHAVIOR and Psychological Capital of the students revealed that there is negative correlation between Teacher BEHAVIOR with the students Psychological Capital of girls of secondary school students. The present research investigated the relationship between Teacher BEHAVIOR and Psychological Capital. It was an attempt to determine whether Psychological Capital differs with respect to different demographic variables. Result of the research indicated that two groups do not differ significantly. (ref. table 4.2, 4.3 & 4.4). On the other hand, there is a positive relationship between Teacher BEHAVIOR and Psychological Capital. Overall the findings of the present study emphasized the role of Psychological Capital that make a difference in the Teacher BEHAVIOR of school teachers.

Conclusion

Despite on the research about whether and how much teachers make a difference in students psychological capital related to a host of other factors assumedly affecting students. The primary purpose of this investigation is concerned with teacher behavior. It also contributes in the area of teacher evaluation and helpful for adopting new teaching strategies by teachers in the field of education. Teacher behavior makes students more accountable towards their profession. It has a great bearing for administrators in the selection of teachers at various levels. Psychological capital can also be criterion for selection of a teacher because a teacher who himself is psychologically capital can develop hardy personalities of the students.

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