



## An analysis of Teachers' Behavior for the academic performance of school students in Faisalabad, Pakistan

Ayesha Kanwel<sup>1</sup>, Muhammad Hasan Rehman<sup>1</sup>, Muhammad Shahbaz<sup>2</sup>, Rana Muhammad Amir<sup>1\*</sup> and Hafiz Ali Raza<sup>1\*</sup>

<sup>1</sup>Institute of Agri. Extension, Education and Rural Development, University of Agriculture, Faisalabad, Pakistan

<sup>2</sup>The School of Engineering & the Built Environment, Edinburgh Napier University, UK

### ABSTRACT

The basic purpose of the study was to analyze teachers' behavior for the academic performance of school students in Tehsil Faisalabad, Pakistan. The study population was all the teachers and students of Govt. sector schools, of Tehsil Faisalabad (From Pakistan). From (88) total number of schools, six schools (3 schools from urban and 3 schools from rural areas) were selected on a random basis 5 students were selected from 6<sup>th</sup> standard, 5 from 7<sup>th</sup> standard, 5 from 8<sup>th</sup> standard) making a sample of 90 students. Three teachers were selected from the selected standards (1 from 6<sup>th</sup> standard, 1 from 7<sup>th</sup> standard, 1 from 8<sup>th</sup> standard). The selected teachers' samples were eighteen. Two questionnaires were used with a five-point rating scale to collect the views of school teachers and students about the teachers' behavior regarding the students' academic achievement. The researcher personally visited schools and collected views regarding the behavior of teachers on the academic achievements of students. Quantitative data were analyzed through SPSS. Results indicated that students were agreed that they are appreciated by their teacher (a weighted score of 25.00). Results concluded that communication between teacher and student helps the teacher to understand students' feelings with a weighted score of 31.00. Majority of students consider their teacher as a role model with a weighted score of 36.00. The study's major conclusions were that teachers felt honored to be teachers, adjusted themselves with the predominant situation and environments, and used different motivational teaching techniques. Students were found to be pleased with the positive behavior of their teachers. It was recommended that teachers behave positively with students and show professionalism so their students will pay attention to their study through such kind of motivation.

**Keywords:** Behavior; Communication gap; Favoritism; Academic performance; Teachers; Students

\*Corresponding Authors: Rana Muhammad Amir, Email: [muhammad.amir@uaf.edu.pk](mailto:muhammad.amir@uaf.edu.pk); Hafiz Ali Raza, Email: [razaa0617@gmail.com](mailto:razaa0617@gmail.com)

© The Author(s) 2021.

### INTRODUCTION

The impact of teachers' behavior shows a significant role in the educational achievement of students. Behavior is an explanation of the observable outcome of teacher and student enactment in different activities of organizations. Behavior may be positive or negative and effective or ineffective. The main purpose of this study was to investigate the teachers' behavior for the academic performance of school students in Tehsil Faisalabad of Punjab province, Pakistan. The meaning of behavior is to identify oneself and what can we do especially in response to outside stimuli (UNESCO, 1986).

Behavior is an identifiable and observable phenomenon (Phuc *et al.*, 2020). Behavior plays a major role in the educational outcomes of students (Ali *et al.*, 2013). The meaning of attitude is to carry out by itself in what learners do. Behavior may be positive or may be negative. The key purpose of this study was to investigate the effect of teachers' behavior on the outcomes of school students (Assor *et al.*, 2005). Teachers and learners are the key fundamentals of the education process. Instructors play an important role in the official education system to improve the qualities and cognitive skills of the students. Parveen *et al.*, (2021) stated that teaching is a plan and guidance of a situation in which some gap where a student's hard work to beat the difficulty. Attitude is an observable, distinguishable incident, and answer in which the learner shows his surroundings in the dissimilar era. The teacher needs to be attentive in the process in which teachers respond to students' remarks. Usually, instructors respond through appreciation, acceptance, or unfair criticism in response to learners (Yasseen, 2010).

The teacher-student relationship is key for the success of both classroom activities and classroom management. Learning is the major focus of the education system. The major element which could affect students learning is the teacher's behavior. They can motivate the students to take part in learning activities (Parveen and Tran, 2020). Students spend lots of time in university and their students interact with their teachers the students are influenced through teachers' behavior Avramidis *et al.*, 2000). If teachers treat students with good behavior, give them respect, and hope to become successful by hard work it will certainly improve the performance of those students who had bad records (Blase, 2008; Abrami *et al.*, 2015).

But unfortunately, most of the teachers negatively behave with students and neglect the student's problems and this behavior of teachers gives the worst results. Teachers' behavior plays a vital role in the success of students. If teachers create a favorable environment in classrooms then students become attentive and give their full attention to their studies and the learning process becomes easy. Lack of discipline in classrooms causes many difficulties for students. Clearly defined rules, regulations and discipline for the students make an effective classroom environment. This effective learning environment brings a positive response to students and they become willing to learn whatever they are taught. Teachers should also encourage the participation of students in class and allow them to show their skills (Boss and Vaughn, 2002; Connor, (2017).

Darling (2000) suggested that the performance of the education system depends on the educational policies as well as the individuals engaged in the education sector. There should be a strong collaboration among teachers and students to make the learning process successful and to achieve the educational objectives. Several studies have been conducted in Pakistan to check the effectiveness of the education system and educational strategies. Roberts, D. (2018) suggested that there is a need to access the factors affecting teachers' behavior and students' achievements. This study will help to make such policies that will encourage teachers to behave positively and enlighten the student's problems so that these problems can be solved timely which will result in improving students' achievements.

Blase, J. J. (2008) described the meaning of favoritism from the perspective of teachers, most of the teacher support and consider students according to their choice, most students gets good marks due to favor of teacher which is not good for those students who are taking interest in their study and these may cause of disappointment and lack of interest. One of the important educational goals is considering discipline in educational environments which the schools administer giving priority and special attention.

Bal-Taştan, *et al.*, (2018) concluded that the activity of the students and students' educational conduct was determined to a high extent based on this phenomenon. But during the school year, students spend numerous hours in school and they have high interaction with their teachers that have an influential impact on shaping good style and behavior on their personality and academic achievements so it can be a source of their educational advancement.

The main objectives of the study were;

- To identify the factors that affect the teaching-learning process
- To analyse the teachers' behavior for the academic recital of school student

## MATERIALS AND METHODS

Faisalabad is the 2<sup>nd</sup> major city of Punjab, the name of "Manchester of Pakistan" due to its textile foundation. The total District area is 58.56 square kilometers (Parveen *et al.*, 2021). The population of Faisalabad is mostly speaking the Punjabi language. In Faisalabad city, there are so many public and private schools as well. Literacy rate is approximately 60%, of which 60% are males and 56% are females. Fauth, *et al.*, (2021) described that how teachers' behavior inspiration the quality of education is completely associated with the student body that is taught.

Madigan and Kim (2021) investigated that teachers should evaluate their teaching methodology or teaching techniques through which they will be able to know what's the actual requirements of the students either they can fulfill the need or demands of the learners. It will be possible through feedback. For feedback, for teachers, it's essential to clarify the goal of the lesson and related activity, teacher should ensure the understanding level of students and be responsible for clearing concepts regarding lessons.

Moskowitz and Dewaele (2021) interpreted that illustration of the process of positive emotional contagion between teachers and students. The effects of teacher happiness and their attitude and the ramifications of those perceptions on student feelings and their attitudes towards studies which may help to get their goals.

Crişan, *et al.*, (2021) reported that teachers' negative behavior can damage students' psychological well-being. Such as teachers' use of humiliation may cause students' to develop habit disorder, anxiety, shyness, withdrawal. After delivering the lecture by the teacher to get data from students about the effectiveness of their instruction and teaching strategy. There is a total of six Tehsils (sub-districts) in Faisalabad, Punjab, Pakistan district i.e. Jaranwala, Chak Jhumra, Faisalabad City, Faisalabad Sadar, Samundri, Tandlianwala. Tehsil Faisalabad was considered as the study population for the research. Out of eighty-sixing middle schools in Tehsil Faisalabad, six schools were selected through simple random sampling (three schools were selected from urban areas and three schools were selected from rural areas). From each selected school five students were selected from the 6<sup>th</sup> standard, five students were selected from the 7<sup>th</sup> standard and five students were selected from the 8<sup>th</sup> standard. All students were selected through simple random sampling. One teacher was selected from class 6<sup>th</sup>, one teacher was selected from 7<sup>th</sup> and one was selected from 8<sup>th</sup> standard. In short fifteen students and three teachers were randomly selected from each school and each class as well. Shafiq *et al.*, (2020) and Aslam *et al.*, (2020) narrated that simple random has the advantage that it is very easy to use and it also provides an accurate representation of the larger population. The list

of middle schools was taken from EDO (Executive District Officer) Tehsil Faisalabad, Punjab, Pakistan. A well-structured interview schedule was used to gather data from students and teachers. Data were analyzed with the help of the computer software Statistical Package of Social Sciences (SPSS) for an effective conclusion. For appropriate statistical analysis use (frequencies, percentages, cross types, means and standard deviation) that helped form a better description (Aslam *et al.*, 2021; Shafiq *et al.*, 2018).

## RESULTS AND DISCUSSIONS

Table 1: Distribution of the respondents according to identify the factors that affected teacher's behavior in context with student's academic performance among the respondents

Statement	Mean	Standard Deviation	Weighted Score	Rank Order
Students consider their teacher as role model	2.0000	.84017	36.00	1
Communication between teacher and student helps the teacher to understand students' feelings	1.7222	.46089	31.00	2
Students are appreciated by their teachers	1.3889	.50163	25.00	3
Students are encouraged by their teacher	1.6111	.50163	29.00	4

Table 1: shows that most of the respondents (mean value 2.0000) were considered their teachers as role models that's why they follow and respect their teachers and try to fulfill their given task on time and it came 1st in rank order. Respondents agreed that Students are encouraged by their teacher, Communication between teacher and student helps the teacher to understand students' feelings, Students are appreciated by their teachers and rated (weighted score 29.00, 31.00, 25.00) respectively.

Lumpkin, (2008) analyzed that character of a person can identify what is right and what is wrong, trustworthy, respectful, honest, fair, can accept their error and try to learn from their mistakes. Some respondents were agreed that communication between teachers and students helps the teachers to understand the students' feelings. Student motivation is an essential aspect of student learning. Biggs, (2011) concluded that those teachers who have good communication with all students generate good results rather than those teachers who do have not good communication with their students. The researcher emphasizes motivating students for good results.

Table 2: Distribution of the respondents according to identify the factors that affected teacher's behavior in context with student's academic performance

Statement	Mean	Standard Deviation	Weighted Score	Rank Order
Students feel shy while talking to teachers	3.2778	1.22741	59.00	1
Students respect their teachers	3.0000	1.53393	54.00	2
Students follow the teacher's instructions properly	2.5556	1.46417	46.00	3
Students are careless	2.4444	1.33823	44.00	4

Table 2: shows that most of the respondents were agreed with (mean value 59.00) that students feel shy while talking to the teachers. On the other hand, respondents were agreed that students respect their teachers, the student feels shy while talking to teachers, students are careless and rated (weighted score 54.00, 59.00, 44.00) respectively. Nelson *et al.*, (2008) reported that shyness created hurdles and barriers for maintaining character and social regulation all over childhood and adolescence; however, it is recognized concerning shyness in rising adulthood. Shyness, as experienced during promising adulthood, may continue to be a risk factor for flourishing development. Li, (2008) suggested that students learning difficulties can be overcome if they take interest in their studies difficulty occurs when students have no interest in their study or learning activities. Students are very careless and don't bother what is teacher asking and telling in the classroom.

Table 3: Distribution of the respondents according to identify the factors that affected teacher's behavior in context with student's academic performance in the study area

Statement	Mean	Standard Deviation	Weighted Score	Rank Order
Students complete their given task on time	2.5556	1.38148	46.00	1
Students share their problems without hesitation	2.3333	.90749	42.00	2
Students take interest in classroom activity	2.2222	.87820	40.00	3
Students are irresponsible	2.0000	.84017	36.00	4

The data presented in Table 3 shows that most of the respondents (weighted score 46.00) (teachers) agreed that students complete their given task on time. Most of the respondents (weighted score 42.00) agree that Students share their problems without hesitation, on the other side some respondents (weighted score 40.00) and some of them (weighted score 36.00) agree that students are irresponsible.

Above Table 4: represented that most of the respondents (weighted score 62.00) were agreed, do you think teachers are careless towards the class and other respondents were agreed, Do you think students have lack of interest in

studies, do you think the health of the student/teacher effects on the learning process, do you think an intellectual disability affects teaching-learning process and rated (weighted score 39.00, 30.00, 27.00) respectively.

Table 4: Distribution of the respondents according to identify the factors that affected teaching learning process

Statement	Mean	Standard Deviation	Weighted Score	Rank Order
Do you think teachers are careless towards the class?	3.4444	1.38148	62.00	1
Do you think students have lack of interest in their studies?	2.1667	1.09813	39.00	2
Do you think the health of the student/teacher affects the learning process?	1.6667	.48507	30.00	3
Do you think an intellectual disability affects the teaching-learning process?	1.5000	.51450	27.00	4

Garrad, *et al.*, (2019) reported that Interest is recognized as a content-specific motivational quality and collection of inherent feelings associated with values. The results of the study emphasize the importance of interest for the depth of text comprehension, the use of learning styles and the excellence of the emotional practice while learning.

Table 5: Distribution of the respondents according to identify the factors that affected teaching-learning

Statement	Mean	Standard deviation	Weighted score	Rank order
Do you think teachers' favoritism affects the learning process?	1.9444	.72536	35.00	1
Do you think the negligence of parents affects the learning process?	1.7222	.57451	32.00	2
Do you think the teacher interacts with the students and provides them better learning environment?	1.7778	.42779	31.00	3
Do you think lack of facilities influences the teaching-learning process?	1.3889	.50163	25.00	4

The data in the Table 5 revealed that most of the respondents (weighted score 35.00) were agree that teachers' favoritism affects the learning process and rated 1st rank in the rank order. The respondent's perception about the negligence of the parents affects the learning process (weighted score 32.00) they were agreed and rated 2nd rank in the list of rank order. Some of the respondents agreed (weighted score 31.00) and rated 3rd rank in the list of rank order. Respondents think lack of facilities influences the teaching-learning process (weighted score 25.00) and rated 4th rank in the list of rank order.

Table 6: Distribution of the respondents according to identify the factors that affected teaching-learning

Statement	Mean	Standard Deviation	Weighted Score	Rank Order
Do you think there is any communication gap between teachers and students?	3.4444	1.29352	62.00	1
Do you think teachers and students have lack of dedication towards study?	2.0000	.84017	36.00	2

The data in the Table 6 presented that most of the respondents (weighted score 62.00) were strongly agreed that the communication gap between teachers and students affects the teaching-learning process and rated 1st rank in the list of rank order. Some of the respondents (weighted score 36.00) were agreed that teachers and students have a lack of dedication towards study and rated 2nd rank in the list of rank order. Mami, W. S. (2021) concluded that teachers are very concerned for their student's development and they intensely work hard that how they can achieve better output for students' learning. Goldberg, *et al.*, (2021) concluded that teacher's prerequisite to continuously screen students' engagement in classrooms, but novice teachers have complications paying devotion to individual behavioral cues in all learners. They develop students' nosiness and interest in learning. All teachers' shows assure their students that they can achieve the success that's why they encourage the most important factor "motivation" teachers are committed to recognizing and trying to fulfill their responsibilities.

Table 7: Distribution of the respondents according to suggested teaching strategies for better learning outcome of the students

Statement	1		2		3		4		5		6	
	f	%	f	%	f	%	f	%	f	%	F	%
Create a comfortable and friendly learning environment	7	35.0	11	55.0	-	-	-	-	-	-	-	-
Present through multimedia	6	30.0	12	60.0	-	-	-	-	-	-	-	-
Motivate students for better learning out come	8	40.0	10	50.0	-	-	-	-	-	-	-	-
Show the students that you respect them and care about them	8	40.0	10	50.0	-	-	-	-	-	-	-	-
Conduct fair evaluation and assessment	4	20.0	10	50.0	1	5.0	-	-	-	-	3	15.0
Provide proper guideline to students	8	40.0	10	50.0	-	-	-	-	-	-	-	-
Flexible in teaching methodology	7	35.0	11	55.0	-	-	-	-	-	-	-	-
Good communication	5	25.0	13	65.0	-	-	-	-	-	-	-	-
Sincerity with his/her profession	11	55.0	7	35.0	-	-	-	-	-	-	-	-
Reduce work load	8	40.0	10	50.0	-	-	-	-	-	-	-	-
Give incentives as for appreciation	13	65.0	5	25.0	-	-	-	-	-	-	-	-
Selection of appropriate examples	7	35.0	11	55.0	-	-	-	-	-	-	-	-
Give freedom to all students to ask questions reading lesson	8	40.0	10	50.0	-	-	-	-	-	-	-	-

The data presented in Table 7 reflects that most of the respondents (35.00 %) strongly agreed that the learning environment should be friendly and (55.00%) of respondents agreed that a friendly environment could generate

better results. The link between the teacher and students may create a better learning environment. Yates, *et al.*, (1990) reported that a good create a friendly environment that gives confidence to all students ask questions freely regarding their study through frankness teacher can observe the students' problems and to solve the problems. Almost 30 %of respondents were strongly agreed (60.00 %) of respondents were agreed that students can achieve their desired goals, presenting through multimedia. Woodcock, *et al.*, (2021) recommended that teachers' behavior is compulsory not only for their students it also affects the teacher's competency.

Boyd, M. A. (2005) concluded that learning through multimedia is more effective for students it is also helpful for teachers to present the relevant topic and provide a better understanding facility. Whereas 40% of respondents were strongly agreed and (50.00%) of respondents were agreed that motivation for both because it gives confidence to all teachers and students as well. Respondents respond towards, Good communication skills, Provide equal opportunity to all students, Sincerity with his/her profession, Reduce workload on the students, Give incentives to students as for appreciation (25.0% strongly agreed), (65.0% agreed), (55.0% strongly agreed), (35.0% agreed),(40.0% strongly agreed), (50.0% agreed), (65.0% strongly agreed), (25.0% agreed), (35.0% strongly agreed ) (55.0% agreed)(40.0% strongly agreed) (50.00% agreed), respectively.

## CONCLUSIONS

Most of the respondents were agreed that the teacher awards the marks without discrimination rated weighted score (186), teachers engage all classes in discussion for sharing ideas and rated weighted score (167) and teacher is very strict in the discipline of class and rated weighted scores (165). Respondents were agreed that the teacher praises the positive behavior of the student in class with a weighted score (154) and the teacher helps the student to solve the problems with a weighted score (132). Majority of respondents were agreed there is no communication gap between teachers and students and rated weighted score (62.00), perceive their teachers a role model and rated that (weighted score 36.00), teachers and students have a lack of dedication towards study with a weighted score (36.00). The statement "teachers' favoritism affects the learning process" most of the respondents were strongly agreed and rated weighted score (35.00). Most of the respondents were agreed that the negligence of parents affects the learning process and rated a weighted score (32.00), communication between teacher and student helps the teacher to understand students' feelings and rated (weighted score 31.00). Most of the respondents were agree that they perform well when they are appreciated by their teachers and rated (weighted score 25.00).

## REFERENCES

- Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A., & Persson, T. (2015). Strategies for teaching students to think critically: A meta-analysis. *Review of Educational Research*, 85(2), 275-314.
- Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). Factors contributing to the students academic performance: A case study of Islamia University Sub-Campus. *American journal of educational research*, 1(8), 283-289.
- Aslam, S., Akram, H., & Parveen, K. (2020). Cultural Differences and Problems: A case of International Students Studying in a Normal University in North China. *Journal of Social Sciences Advancement*, 1(01), 08-12.
- Aslam, S., Saleem, A., Akram, H., Parveen, K., & Hali, A. U. (2021). The challenges of teaching and learning in the COVID-19 pandemic: The readiness of Pakistan. *Academia Letters*, 2.
- Assor, A., Kaplan, H., Kanat-Maymon, Y., & Roth, G. (2005). Directly controlling teacher behaviors as predictors of poor motivation and engagement in girls and boys: The role of anger and anxiety. *Learning and Instruction*, 15(5), 397-413.
- Avramidis, E., Bayliss, P., & Burden, R. (2000). Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school. *Teaching and teacher education*, 16(3), 277-293.
- Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. V., & Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic achievement in science education among secondary and high school students. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(6), 2353-2366.
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university*. McGraw-hill education (UK).
- Blase, J. J. (1988). The politics of favoritism: A qualitative analysis of the teachers' perspective. *Educational Administration Quarterly*, 24(2), 152-177.
- Boyd, M. A. (2005). *The emotional intelligence of teachers and students' perceptions of their teachers' behavior in the classroom*. Indiana University of Pennsylvania.
- Crişan, I., Maricuţoiu, L. P., & Sava, F. A. (2021). Strategies to detect invalid performance in cognitive testing: An updated and extended meta-analysis. *Current Psychology*, 1-22.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education policy analysis archives*, 8, 1.
- Fauth, B., Atlay, C., Dumont, H., & Decristan, J. (2021). Does what you get depend on who you are with? Effects of student composition on teaching quality. *Learning and Instruction*, 71, 101355.

- Garrad, T. A., Rayner, C., & Pedersen, S. (2019). Attitudes of Australian primary school teachers towards the inclusion of students with autism spectrum disorders. *Journal of Research in Special Educational Needs*, 19(1), 58-67.
- Goldberg, P., Schwerter, J., Seidel, T., Müller, K., & Stürmer, K. (2021). How does learners' behavior attract preservice teachers' attention during teaching? *Teaching and Teacher Education*, 97, 103213.
- Lavy, V., & Megalokonomou, R. (2017). Persistency in teachers' grading biases and effect on longer term outcomes: university admission exams and choice of field of study. Unpublished Manuscript.
- Li, X., & Li, Y. (2008). Research on students' misconceptions to improve teaching and learning in school Mathematics and Science. *School Science and Mathematics*, 108(1), 4-8.
- Lumpkin, A. (2008). Teachers as role models teaching character and moral virtues. *Journal of Physical Education, Recreation & Dance*, 79(2), 45-50.
- Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International journal of educational research*, 105, 101714.
- Mami, W. S. (2021). The Effect of Teachers' Attitudes on Students' Learning of Grade-8 Students of MSU-Sulu Laboratory High School. *International Journal of Research in Engineering, Science and Management*, 4(10), 59-63.
- Moskowitz, S., & Dewaele, J. M. (2021). Is teacher happiness contagious? A study of the link between perceptions of language teacher happiness and student attitudes. *Innovation in Language Learning and Teaching*, 15(2), 117-130.
- Nelson, L. J., Padilla-Walker, L. M., Badger, S., Barry, C. M., Carroll, J. S., & Madsen, S. D. (2008). Associations between shyness and internalizing behaviors, externalizing behaviors, and relationships during emerging adulthood. *Journal of Youth and Adolescence*, 37(5), 605-615.
- Parveen, K., & Tran, P. Q. B. (2020). Practical problems for low quality education and steps needed for investment in public schools of Pakistan. *Journal of Social Sciences Advancement*, 1(01), 01-07.
- Parveen, K., Phuc, T. Q. B., Shafiq, M., & Wei, T. X. (2021). Identifying the administrative challenges encountered by the principals in low-performing public secondary schools of Faisalabad District, Pakistan. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 5-16.
- Phuc, T. Q. B., Nguyen, L. D., Parveen, K., & Wang, M. (2020). Developing a theoretical model to examine factors affecting school leadership effectiveness. *Journal of Social Sciences Advancement*, 1(01), 16-29.
- Roberts, D. (2018). The engagement agenda, multimedia learning and the use of images in higher education lecturing: or, how to end death by PowerPoint. *Journal of Further and Higher Education*, 42(7), 969-985.
- Shafiq, M., Zhang, Q., Akbar, M. A., Alsanad, A., & Mahmood, S. (2020). Factors influencing the requirements engineering process in offshore software development outsourcing environments. *IET Software*, 14(6), 623-637.
- Shafiq, M., Zhang, Q., Akbar, M. A., Khan, A. A., Hussain, S., Amin, F. E., ... & Soofi, A. A. (2018). Effect of project management in requirements engineering and requirements change management processes for global software development. *IEEE Access*, 6, 25747-25763.
- Tella, A. (2008). Teacher variables as predictors of academic achievement of primary school pupils mathematics. *International Electronic Journal of Elementary Education*, 1(1), 16-33.
- UNESCO. 1986. Glossary of Educational Technology Terms. UNESCO. Paris. P.18, 59.
- Vaughn, S., & Bos, C. S. (2012). Strategies for teaching students with learning and behavior problems. Upper Saddle River, NJ: Pearson.
- Yasseen, B. M. B. (2010, February). The Effect of Teachers' Behavior on Students' Behavior in the Classroom. In *International Forum of Teaching & Studies* (Vol. 6, No. 1).

**Publisher's note:** Science Impact Publishers remain neutral with regard to jurisdictional claims in published maps and institutional affiliations.



**Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made. The images or other third-party material in this article are included in the article's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>.

© The Author(s) 2021