An Inquiry On Expected Teacher Behaviors Among Adult Students

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Abstract

Numerous research has been conducted on the links between teacher attributes and student outcomes and student motivation, learning, and teacher-student relationships. However, less research has been done on how students see the desirable behaviors of teachers. This study explores how Kerala, India's adult students perceive the ideal teacher behavior. The perspectives of school and college students in various nations are also compared in this study to the actual ideal teacher conduct. 420 undergraduate and graduate students from Kerala's state universities participated in the study. The findings suggest that while attitudes of high school and college students in many nations share specific characteristics, there are also notable disparities among college students from other countries.

Keywords: Ideal teacher behavior, student perception, improper teacher behavior, motivation. Student learning.

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Numerous ideas, hypotheses, and research have been published on how classroom instructor actions and traits affect student motivation, learning, and classroom management. The effects of different instructor behaviors on student outcomes have also been studied by analyzing these actions. These include aggressive, forceful, friendly, stable, dominating, impulsive, and manly characteristics. John E. Brophy (1984). To better understand the types of teacher behavior and how it affects student results, the majority of earlier studies focused on schoolchildren and instructors who worked with them. The causes of various teacher characteristics have also been studied, and some of this research found a favorable relationship between specific teacher characteristics and student motivation and academic achievement. Some, however, also showed a negative association. Studies on student perceptions of interpersonal teacher behavior were also conducted. Some teacher actions were found to mediate student motivation. J. E. Brophy (1984). The fact that majority of this research was conducted on schoolchildren. Examining all of this research brought up inevitable problems.

1. What are the expected teacher behaviors of adult students?
2. Is there any difference in the expected teacher behaviors of adult students in school children?
3. Are the expectations of adult Indian students different from the expectations of students in foreign countries?
4. Is there any difference between expected and actual teacher behavior?

The number of studies done to count and evaluate how students perceive actual teacher behavior and how that behavior affects student results leaves a research deficit. However, no studies have determined what students anticipate from teachers' actions. Additionally, it was discovered that how students perceived real instructor actions depended on their geography, cultural background, and socioeconomic status. An investigation and study of student expec-tations of teacher conduct had to be done because there were no studies to determine the anticipated teacher behaviors of the students in India.

2. Need and significance of the study

Numerous studies have attempted to comprehend the various forms of teacher conduct and how they affect the classroom environment, learning, and student motivation. There hasn't been thorough research on what students, primarily adult students, expect from professors in terms of conduct. This investigation aims to advance the discussion on students' perceptions of teachers' behavior without repeating earlier material. This investigation is important because it reveals how students perceive instructors' conduct, allowing educators to assess and improve how

they interact with students and motivate them to study.

3. Statement of the Problem

There has been some research on teacher behaviors, student results, and interpersonal interactions, but none has examined what students anticipate of their teachers, particularly adult students. Studies to determine if there is a link between their expectations and student achievement can only be done if their expectations are recognized.

4. Review of works of literature

In a research conducted in 1951 on 275 school instructors, Ryans, D. G., examined the efficacy of teaching techniques. In their study on teacher behavior and student learning in American government evening college teachers, Solomon, D., Rosenberg, et al. (1964) identified important teacher behavior categories, including clear and expressive behavior, which is positively related to student gains in factual knowledge, energetic and vivid behavior, which has a positive correlation on comprehension, and clear expressive and warm behavior, which also has a positive correlation on student evaluations. A six-step model on how conduct influences student accomplishment, motivation, and learning support was established by Brophy, J. E., and Good, T. L. in 1974. Feldman, R. S et.al. (1979). tried to find out student expectations of teacher behavior while surveying student perception of teacher competence that is communicated to teachers to bring into effect expected teacher behavior. But in the study, undergraduate students acted as teachers. It was found from the study that teachers were found to be more adequate concerning student non-verbal behavior than negative. P.H. Winne, P. H., & Marx, R. W. (1982) opinions that teachers can influence students and make them think and behave in particular ways, and teacher behaviors mediate student achievement. According to Winne, P. H., and Marx, R. W. (1982), instructors need to figure out what is most beneficial for them in terms of behavior. Teachers need to get training in effective instruction, classroom management, and student socialization, according to Brophy, J. E. (1984). He thoroughly assesses all studies on teacher effectiveness, teacher behaviors, and their impact on student performances up to

1984 in his book, released in 1984. He also analyses the relationship between teacher effectiveness and student result as a process product research. In his further research, Brophy, J. E. (1984) attempts to offer a scientific basis for the process outcome linkages in instructing elementary kids. He discovers that teacher conduct produces effective, favorable outcomes when used properly. Again establishing that instructor actions impacted student achievement, Brophy, J. (1988). The authors Brekelmans, Wubbels, and Créton (1990) surveyed student views of instructor conduct and student results, such as lesson enjoyment, desire to study the content, and good cognitive learning, which were found to be highly correlated. J. Levy, H. Creton, and Wubbels, T. (1993). studied perceptions of interpersonal teacher-student behavior, and the authors outline the perceptions of both students and teachers as ideal and actual interpersonal teacher behavior. Students and teachers from three nations—the Netherlands, the United States, and Australia—were included in the study. The study found three forms of poor teacher behavior: repressive, uncertain tolerance, and uncertain aggressive, as well as two types of ideal teacher behavior cooperative best and dominant best teacher behaviors. The present study is the continuation of the study on perceptions of the best interpersonal teacher behavior by students after identifying the most sought-after teacher behaviors among adult students. De Jong, R., and Westerhof, K. J. (2001) examined student evaluations of teachers' behaviors and discovered that state receiver apprehension harmed the results of instructions. Nevertheless, this issue may be solved with clear and prompt instructions. According to Chesebro, J. L., and McCroskey, J. C. (2001), instructor clarity and immediacy were both favorably correlated with student motivation. Teacher immediacy is positively linked with cognitive learning and negatively correlated with receiver anxiety. Legault, Green-Demers, and Pelletier (2006) examined the causes of academic motivation in terms of social support and the effects on academic performance. They found that students with better social support from parents' pictures and others were more motivated to learn and showed better academic performance. Van Petegem, K., Aelterman, A., Rosseel, Y., &

Creemers, B. (2007). They identified the mediating effect of student and personal teacher behavior on student well-being. Kunter, M., Tsai, Y. M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). their research on 323 teachers found bath more enthusiastic teachers showed higher-quality instructional behavior. Ali, A., Tariq, R. H., & Topping, J. (2009). analyzed 350 students in Pakistan public universities to find that student perception of teacher behaviors for assessment framework, learning activities, and instructional strategies and found that teaching behaviors were based on assessment framework only. At the University of Newfoundland, 17,000 undergraduate and graduate students were the subjects of a 2010 study by Johnson, Treslan, Delaney, J. G., Johnson, A, and Treslan to understand better the actions of instructors that exemplified excellent teaching. In offline and online modes, students identified nine behaviors. These qualities include being appreciative of the students and being informed, personable, responsive, engaging, communicative, organized, professional, and amusing. According to Zhou, J., and Urhahne, D. (2013), there is a direct association between student accomplishment, teacher charac-teristics, and teacher evaluations, such as instructors' expectations for student success. & Sucuoglu, B. Sazak Pinar & (2013). examined 29 instructors to determine the efficacy of social skills teaching program that addressed teacher expectations of students regarding social skill knowledge and the use of social skill teaching approaches. The outcomes demonstrated how well the social skills training program improved student achievement. Jing Zhou and David Urhahne (2013), in a study including 13 English instructors and 256 students, examined teacher conduct as a mediator between student motivation and emotion. The results showed that teacher behavior had a positive impact on student motivation. David Urhahne (2015). Further research on 264 5th-grade students and instructors revealed that teachers' performance was influenced by their assessment of students' expectations. Perceived good and negative teacher treatment was found to have a partial mediation impact. Student accomplishments were mediated differently by good and negative instructor interactions. Students' perceptions of their learning abilities were examined in three different nations by Cranfield, Tick, Venter, Blignaut, and Renaud in 2021. They discovered that these perceptions varied among students from different nations and were largely influenced by their socioeconomic and cultural backgrounds.

5. Conceptual framework of the study

This article is based on the fundamental ideas explored in the research by Feldman, R. S., and Prohaska, T. (1979), in which instructors were informed about their students' perceptions of their conduct to promote good interpersonal behaviors. Three forms of ideal interpersonal relationships were established after an analysis of student and teacher perceptions in three different nations by Levy, Creton, and Wubbels in 1993. Brekelmans, M., Wubbels, T., and Créton (1990) discovered a clear correlation between student outcomes and perceptions of teachers' conduct. Rosenberg, L., Bezdek, W. E., and D. Solomon (1964). Additionally, pupils' acquisition of factual information correlates favorably with teachers' expressive and lucid conduct. J. G. Delaney and others (2010). identified nine different forms of instructor conduct and student perception as effective teaching behaviors. In this study, under-graduate and graduate students at state institutions in India are compared with findings from studies Delaney, J. G. et al. 2010 performed on student perceptions of successful teaching practices in three other nations. For the sake of this study, teacher conduct is defined as any engagement, action, or behavior that a teacher does while interacting with students, which can improve learning, student motivation, and teaching efficacy. According to the study, expected teacher conduct refers to the student's expectations of how a teacher might approach and react to their actions. For the sake of this study, motivation is defined as everything that spurs or encourages pupils to learn. The study aimed to find any more instructor behaviors in student expectations beyond those already found and researched. Observing new instructor behaviors can provide fresh perspectives on the effectiveness of teaching.

6. The Objectives of the study

The conceptual framework and the research questions served as the foundation for the study's objectives, and it is as follows:

1. To identify the expected teacher behavior of adult students in Kerala, India.
2. To diagnose and understand the difference in student perception of adult students and school children.
3. To compare the expectation and perceptions of adult and school students in India and abroad

7. Hypothesis framed for analyzing these objectives

1. There are considerably anticipated teacher behaviors for adult students in India.
2. There is a notable difference in student perceptions of adult and school children.
3. There is a considerable difference in the perception of expected teacher behavior of adult and school students in India and abroad.

8. Methodology

This study's research design is single-cross-sectional and descriptive. Students enrolled in undergraduate and graduate programs at four state institutions in Kerala, India, made up the study's population. Random sampling was the chosen sample technique. A student attending a state university's arts or science college served as the sample unit. From a list accessible at the universities, they are picked at random. There were 420 participants in the study's sample. The PSI scale, created by Barchard, K. A., Lapping-Carr, et al., was used to gather data and evaluate the teacher's conduct (2020). Every inquiry used a 5-point Likert - type scale. Social intelligence and perceived servant leadership scales were used to collect data on teacher behavior and its level. Open-ended questions were posed to students to get information on what they expected of their teachers. Their data were studied to understand better students' expectations and the teaching strategies that inspire them to learn. They could draw attention to teaching practices that they believed were crucial. This was done to comprehend how different their expectations were from the actual instructor actions previously investigated. In addition, they were asked to rank them in order of preference. The information was gathered as essential instructor behaviors and then assessed on a percentile basis. The statistical techniques employed in the study were percentage analysis and a comparison of the data.

9. Findings and discussions
9.1 Objective 1 To identify the expected teacher behavior of adult students.
H_1: *There are significant expectations on teacher behaviors for adult students.*

Table 1 *Expected Teacher Behaviour*

Student Expectations Of Teacher Behavior	Student Opinion In Percent
Friendliness	71
Good Listening Skills	66
Helpfulness	65
Understanding Students	61
Patience	60
Kindness	55
Approachability	55
No Comparison Between Students	54
Compassion	53
Trustworthiness	52
Ethical Nature	52
Caring Nature	51
Conceptual Skills	51

Source: Primary Data

Table 1 shows that 71% of adult students anticipate their professors to be friendly and rank it as the most vital teacher conduct they look for in teachers. According to 66% of the pupils, a teacher should have strong listening skills. 65% of the students believe that instructors should support them academically and personally, and 61% consider teachers should be aware of their students' emotions, feelings, and behaviors. 60% of the students

feel patience is a quality teacher should possess most, while 55% of the adult students expect teachers to be kind and approachable. 54% of the students hope teachers understand each student as separate and different, while 53% of adult students want teachers to be compassionate. 52% believe they should be ethical and trustworthy, while another 51% believe they should care for the students well and have conceptual knowledge.

The results of this study are consistent with earlier research by Levy, Creton, and Wubbels (1993) on students' opinions of exemplary teacher conduct, which suggests that instructors should be supportive, pleasant, understanding, and willing to offer students freedom and responsibility. Researchers Solomon, Rosenberg, and Bezdek (1964) looked at how students perceived instructors' conduct and found that they should be clear, expressive, and kind.

Additionally, it agrees with the research conducted by Delaney, J. G., Johnson, A., Johnson, T. D., and Treslan (2010).teachers should have respect for students. They should be intelligent, person- able, engaging, responsive, and entertaining. While the study evaluates the predicted teacher conduct, previous researchers have attempted to analyze the actual teacher behavior. It's vital to note that they only ranked conceptual ability as the last among the top 13 desirable teacher behaviors. This demonstrates how adult learners anticipate their lecturers to be more student-focused than academically focused.

9.2 Objective 2 To compare adult students' perceptions with school students in different countries.

H2: *There is a notable difference in student perceptions of adult and school children in different countries.*

Table 2 *Comparison of student perceptions of adult and school children in different countries*

Ideal Teacher Behaviors	Imperfect Teacher Behavior	School/ College	Country
A Fair Amount Of Strictness, Leadership, Giving Responsibility to Students, Helpful, Friendly, and Understanding. J.Levy et al. (1993)	Admonishing, Uncertainty, Dissatisfied About Student Performance, Less Cooperative, and Oppositional.	High school students	Netherlands
Lesser Degrees of Strictness, Helpful, Friendly, Understanding, and Proximity to Students. J.Levy et al. (1993)	Differential Teacher Behavior, Less Corporative and Oppositional Towards Students.	High school students	United States Of America
Mastery of the lessons and interest in the subject. Brekelmans, M (1990)		High school students	Netherlands
Shared Responsibility Of Teachers with Students, Loose Control. Den Brok, P.(2004)	Strong Control	Secondary school students	Netherlands
Clarity, Expressiveness, Warmth, Energetic, Flamboyant. Solomon, D.et.al (1964)		College students	United States Of America
Respect for Students, Communicative, Knowledge, Approachability, engaging, Organized, entertaining, responsive, and professional Delaney, J. G. et al. (2010)		College students	New- Found land, Canada

Source: Secondary Data

Table 2 compares teacher attributes based on the study conducted on the perception of school and college students In different countries by various scientists about the ideal and imperfect teacher behaviors. J Levy et al. 1993 Studied high school students in the Netherlands to find the amount of strictness, leadership, responsibility to students, helpfulness, friendliness, and understanding nature that were considered ideal teacher behavior. In contrast, they perceived admonishing, uncertain, non-cooperative, oppositional behavior, and

dissatisfaction with student achievement as imperfect teacher behavior. J Levy et al. 1993 Also studied American students' perception of ideal teacher behaviors to find similar results. Still, they liked less strictness and more proximity towards students as ideal.

According to research on how high school and college students perceive teachers, Table 2 contrasts these traits. Diverse scientists from different nations discuss the most effective and worst teaching behaviors. J. Levy et al. 1993 researched high school students in the Netherlands to determine the appropriate levels of strictness, leadership, responsibility to pupils, helpfulness, friendliness, and understanding of nature. On the other hand, they saw poor teacher behaviors as criticism, hesitancy, uncooperativeness, oppositional conduct, and dissatisfaction with pupil progress. Similarly, J. Levy et al. (1993) investigated how American pupils perceived the activities of ideal teachers. Nevertheless, they saw less rigidity and more proximity to pupils as preferable teacher traits.

In contrast to all the characteristics that Dutch students deemed deficient, American students also recognized differentiating teacher conduct toward pupils. Brekelmans, M., Wubbels, T., & Créton, H. (1990) High school students in the Netherlands were polled, and it was discovered that the ideal teacher conduct is for the students to value the lectures and be motivated by the subject. Den Brok, P., Bergen, T., Stahl, R. J., & Brekelmans, M. (2004) Studying secondary school pupils in the Netherlands revealed that they saw delegating authority and sharing responsibility as excellent teacher conduct, whereas strict control was seen as wrong. It is clear from the preceding discussions that kids in schools worldwide have comparable perceptions of both instructors' ideal and ineffective actions. However, they also firmly adhere to their notion of the ideal teacher's conduct. According to the studies, pupils view loose control, friendliness, and helpfulness in teachers as outstanding, while they view oppositional, uncooperative, and rigid teacher conduct as undesirable.

In their 1964 study of college students in the US, Solomon, Rosenberg, and Bezdek discovered that students viewed professors'

expressiveness, friendliness, and clarity of concepts as optimal for understanding and motivation. Johnson, A., Johnson, T. D., & Treslan, D. Delaney, J. G. (2010). surveyed 17,000 college students at the University of Newfoundland and discovered that they valued teachers who respected students' communicative nature, knowledge, approachability, and engagement with students, as well as those who were organized, responsive, and had a professional outlook. The primary distinction between college students' perceptions and those of school students is that college students view a more career-oriented approach to teaching as desirable. In contrast, school pupils worldwide believe that a more individualized approach is desirable.

9.3 Objective 3 To compare the difference between the perceived teacher behavior of students in India and abroad.
H₃: *There is a considerable difference in the perception of expected teacher behavior of adult and school students in India and abroad.*

By comparing Tables 1 and 2, it can be seen that college students in India view achievement, friendliness, understanding of students, patience, kindness, approachability, no comparison of students, compassion, trustworthiness, ethical nature, caring nature, and conceptual skills as the qualities of the ideal teacher. They value teachers' empathetic qualities toward their pupils more highly than their conceptual acumen. On the other hand, school pupils in the United States and the Netherlands view personal traits with a decent level of strictness and lesson focus as exemplary teacher conduct. In contrast, adult students in the United States and Canada consider more professional or conceptual abilities as the ideal teacher behavior.

10. Conclusion
This study examines how college and high school students in various nations perceive the ideal teacher behaviors to identify commonalities and discrepancies. According to the study's findings, pupils prefer professors who are moderately severe when it comes to both academic and personal matters. The ideal instructor, in contrast, is viewed as more professional, expressive, and warm by

Canadian and American college students. Even though they value conceptual under- standing in instructors, adult college students in India see a more personally focused teacher as having better social skills as ideal.

11. Suggestions

This study provides insights into how adult students in India perceive the best teacher conduct. This study has shown that to be a good teacher, one must be more approachable, understanding, trustworthy, kind, patient, a good listener, compassionate, and devoid of comparisons between pupils. Teachers might enroll in social skill training programs to acquire these abilities. Teachers can periodically assess their social skills based on students' views and make any necessary modifications required. Teachers should set aside time to communicate directly with pupils so they may understand their feelings, ideas, and other emotions and aid them more effectively. The link between these results, student motivation, and teaching efficacy has to be further investigated.

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