A Study on the Role of Teachers in Shaping the Behavior of Secondary School Students in Dibrugarh District

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ABSTRACT

This study examines how teachers shape the conduct of secondary school students in Dibrugarh District, Assam. We employed a mixed-methods approach and surveyed 60 teachers and 60 students from Class IX in both English and Assamese medium schools. Our goal was to determine if teacher conduct affects student behavior and to explore the relationships between teacher personality qualities and their effectiveness in guiding behavior. The questionnaires used a four-point rating scale and showed strong internal consistency. Statistical analysis revealed a strong positive connection between teacher conduct and student behavior. This supports the idea that teacher behavior is crucial for student development. The results indicate that specific teacher personality traits, particularly conscientiousness and emotional stability, strongly predict success in influencing student behavior. We also observed that cultural factors unique to Indian education, like the traditional Guru-Shishya relationship, play a significant role. The findings suggest that targeted teacher training in behavior modeling, relationship building, and cultural awareness can improve educational outcomes in secondary schools in Northeast India. This research contributes to our understanding of teacher effectiveness and supports approaches that emphasize relationships in changing adolescent behavior.

Keywords: Teacher effectiveness, student behavior modification, secondary education, adolescent development, classroom management.

INTRODUCTION

The role of teachers goes far beyond teaching academic subjects. They play a crucial part in shaping student character, values, and behavior during important adolescent years. Secondary education is a key stage in development. The impact of teachers. can greatly impact students' future paths. Examining the relationship between instructor behaviors and student behavior is crucial for educational policies and practices. Research indicates that the ties between teachers and students are powerful determinants of academic success, social-emotional growth, and long-term life outcomes (Hamre & Pianta, 2001; Roorda et al., 2011).In Indian education, particularly in Northeast India, the traditional Guru-Shishya relationship gives teachers strong moral and behavioral authority. Dibrugarh District in upper Assam presents a unique educational environment where cultural traditions blend with modern teaching methods. This mix creates special dynamics in teacher-student interactions. Understanding these relationships matters greatly, especially since only 40% of Indian adolescents attend secondary school. Particularly important for individuals who do acquire education is the nature of the teacher's influence. Modern educational psychology shows that teachers act as behavior models. Students observe and absorb both direct instructions and subtle behavioral cues (Bandura, 1977). This modeling effect is especially important during adolescence, a time when identity and value development are at their peak. Research indicates that a teacher's personality traits, communication style, and ability to build

relationships directly influence their success in promoting positive student behaviors and reducing negative conduct. This study identifies a significant gap in regional educational research by examining how teachers affect student behavior in Dibrugarh District secondary schools. While there is much international research on how these concepts work in Assamese schools, fewer studies have looked into how these concepts work in Assamese schools, where cultural factors may greatly impact teacher-student interactions.

REVIEW OF LITERATURE

Theoretical Foundations

Bandura's Social Learning Theory (1977, 1997) is an important framework that describes how students learn behaviors by observing and imitating teachers. These teachers act as important role models. The theory suggests that how effective a teacher is relying on their perceived credibility, shared values, and connection to the culture. It emphasizes that children learn by observation, not simply direct experience (Bandura, 1977; 1997).

Empirical Evidence on Teacher Effects

Meta-analyses show significant teacher effects on student achievement and behavior. Hattie's (2009) research indicates that teacher-student connections are highly influential in determining student performance, with effect sizes reaching up to 0.67 for the quality of these relationships. Darling-Hammond (2000) pointed out that teacher qualifications and preparation strongly predict student achievement. Effective teaching involves not only content understanding, but also abilities in building relationships and managing behavior.

Also, Hamre et al. (2013) demonstrated that emotional support, classroom organization, and instructional support are crucial for teacher effectiveness. Emotional support is strongly linked to student conduct and social-emotional outcomes. Research indicates that instructors with strong emotional management skills perform better and building positive relationships foster environments that promote student growth (Kim et al., 2019; Klassen &Tze, 2014).

Behavioral Influence and Classroom Management

Effective classroom behavior management requires both verbal and nonverbal communication from teachers(Karasova, 2023). Secondary studies on education emphasizes the necessity of blending structure and autonomy to suit the growing needs of teenagers (Evertson& Weinstein, 2006). Implementing Positive Behavioral Interventions and Supports (PBIS) in high schools has resulted in fewer disciplinary actions and an improved school climate. This shows that teacher-led strategies can positively affect student behavior (Sherman, 1974; PBIS studies).

Teacher Personality and Self-Efficacy

Research indicates that personality traits such as conscientiousness, emotional stability, and extraversion can strongly predict how effective teachers are, especially in managing classroom behavior and building relationships with students (Kim et al., 2019). Self-efficacy influences how these traits contribute to ongoing efforts to change behavior (Klassen &Tze, 2014). Empathy is especially important because it is linked to fewer behavioral problems and a more favorable school environment (Barr, 2011).

Indian and Northeast Indian Contexts

In Indian schools, cultural factors, such as the traditional Guru-Shishya relationship, significantly affect how teachers and students interact. Indian students value emotional connections, trust, respect, and obedience. This contrasts with the individualistic models found in the West (Banaras Hindu University, 2022). Successful teachers in Northeast India often demonstrate cultural awareness and a grasp of the community. This

knowledge helps them tackle the region's specific infrastructure and socioeconomic challenges (Islam & Ahmed, 2022).

Studies from Indian universities show that to effectively manage student conduct, it's important to understand cultural norms and family expectations. This emphasizes the need for teaching strategies (Jawaharlal Nehru University, University of Allahabad).

Student-Teacher Relationship Dynamics

Meta-analyses indicate that healthy interactions between instructors and students improve behavioral and academic results for teenagers in various cultures (Roorda et al., 2011). Trust, fairness, and warmth are key teacher behaviors that encourage student engagement and compliance (Gregory &Ripski, 2008). Long-term studies reveal that keeping positive relationships during middle and high school is crucial for supporting behavioral adjustment and academic success (Hughes & Cao, 2018).

METHODOLOGY

This study utilized a mixed-methods approach to investigate the relationship between teacher behavior and student outcomes in secondary schools in Dibrugarh District, Assam. By combining quantitative surveys and qualitative interviews, the research captured measurable behavioral patterns and contextual details, following a practical research method (DeCuir-Gunby& Schutz, 2019). The chosen sequential explanatory design focused first on gathering quantitative data, then qualitative exploration to better understanding of the results (Thornberg et al., 2020). The study focused on secondary school teachers and Class IX students in English and Assamese medium schools, including both government and private institutions. The researchers utilized stratified random selection to guarantee diverse representation across school types. The sample consisted of 60 teachers and 60 students. This was enough to identify medium to large effect sizes with 95% confidence and a margin of error of ±5% (Krejcie& Morgan, 1970).

Participants showed a range of diversity in gender and teaching experience. Meanwhile, students aged 14 to 16 were at an important stage of development that teachers can influence. Data collection included researcher-designed four-point Likert scales analyzed several features of teacher behavior, such as behavior modeling, communication, discipline, emotional regulation, and cultural sensitivity, along with student views on teacher influence. The measures included culturally relevant factors that align with the Guru-Shishya tradition.

Table 1: Internal Consistency Levels Based on Cronbach’s Alpha Values

Cronbach's Alpha Range	**Internal Consistency Level**
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha < 0.90$	Good
$0.70 \leq \alpha < 0.80$	Acceptable
$0.60 \leq \alpha < 0.70$	Questionable
$0.50 \leq \alpha < 0.60$	Poor
$\alpha < 0.50$	Unacceptable

Table2: Reliability Statistics for Teacher and Student Measurement Scales

	Cronbach's Alpha	N of Items
Teacher Personality	.954	29
Student Behavior	.983	29

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Hypothesis:

Null Hypothesis (H_0): There exists no meaningful link between the teacher's conduct, measured by relevant items or average scores in the teacher dataset, and student behavior, reflected in corresponding variables or average scores in the student dataset.

Alternative Hypothesis (H_1): There exists meaningful link between the teacher's conduct and the shaping of student behavior.

Null Hypothesis (H_0): No significant link occurs between teacher's personality traits and how much they shape students' behavior.

Alternative Hypothesis (H_1): There is a major interaction between teacher's personality traits and the shaping of students.

RESULTS AND DISCUSSION

The descriptive statistics table offers a view of key demographic features for both teachers and students, Concentrating on gender and age distributions. The dataset includes 60 genuine examples in each category with no missing values, ensuring complete data for analysis. For gender, both teachers and students show an equal mean value of 1.50. This reflects a balanced distribution between males and females, as shown by the standard deviation of 0.504.

In terms of age categories, instructors have an average age group value of 2.73 and a standard deviation of 0.841. This suggests a wider age distribution ranging from 25 to over 45 years. Conversely, students have a lower mean age group value of 2.22 and a smaller standard deviation of 0.415. This suggest that majority of the pupils are younger, specifically between 15 and just above 15 years. The minimum and maximum values correspond with the coded age groups. Teachers range from group 2 to 4, while students range from group 2 to 3, reflecting the expected variety in age categories within the sample.

Table 3: Descriptive Statistics of Teacher and Student Demographics

		Teacher		**Student**	
		Gender	Age group	Gender	Age Group
N	Valid	60	60	60	60
	Missing	0	0	0	0
Mean		1.50	2.73	1.50	2.22
Std. Deviation		.504	.841	.504	.415
Minimum		1	2	1	2
Maximum		2	4	2	3
Sum		90	164	90	133

The frequency distribution in Table 4 shows equal gender representation among both teachers and students were divided into groups, each consisting of 50% males and 50% females. Most teachers are in the 25 to 35 age range, making up 51.7%. Following them are 23.3% aged 35 to 45, and 25% are over 45 years old. In contrast, a large majority of students, 78.3%, are 15 years old. The remaining 21.7% are older than 15, which shows that the student group is largely younger. These tendencies are also evident in the figures: Figure 1 confirms the equal gender balance among teachers, while Figure 2 demonstrates that most teachers are younger. Figure 3 depicts the balanced gender distribution among students, and Figure 4 highlights that most students are 15 years old.

Table 4: Frequency Distribution of Teacher and Student Gender and Age Groups

Particulars		**Frequency**	**Percentage**
Gender of the Teacher	Male	30	50.0
	Female	30	50.0
Gender of the Students	Male	30	50.0
	Female	30	50.0
Age Distribution of Teachers	25 - 35	31	51.7
	35 -45	14	23.3
	Above 45	15	25.0
Age Distribution of Students	15	47	78.3
	above 15	13	21.7

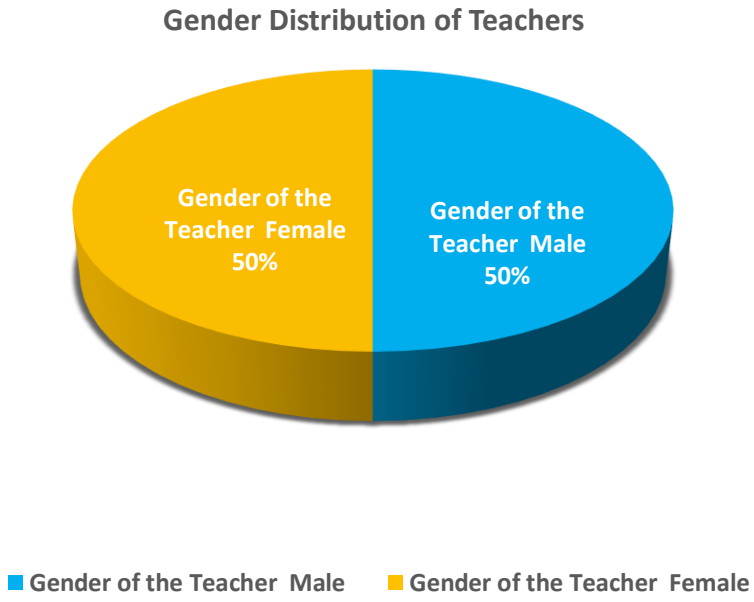

Figure 1. Pie chart showing the gender distribution of teachers (Male vs Female).

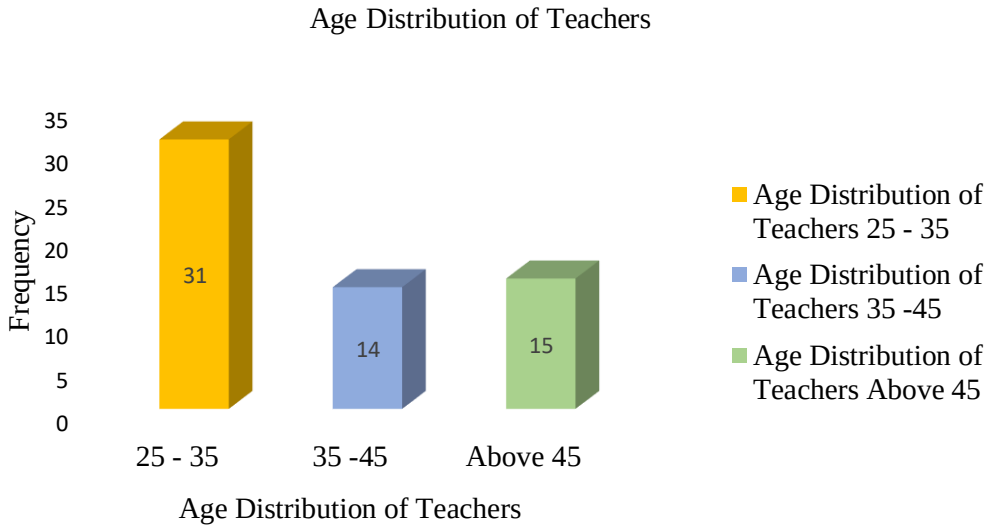

Figure 2. Bar chart illustrating the age distribution of teachers across three age groups (25–35, 35–45, Above 45)

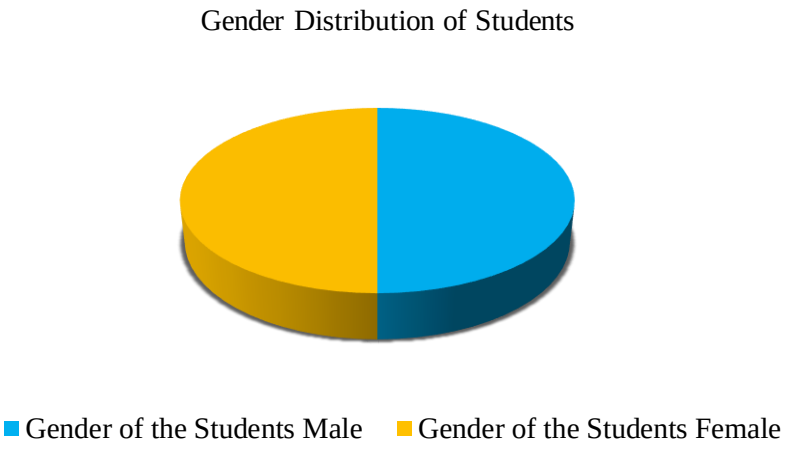

Figure 3. Pie chart depicting the gender distribution among students (Male vs Female).

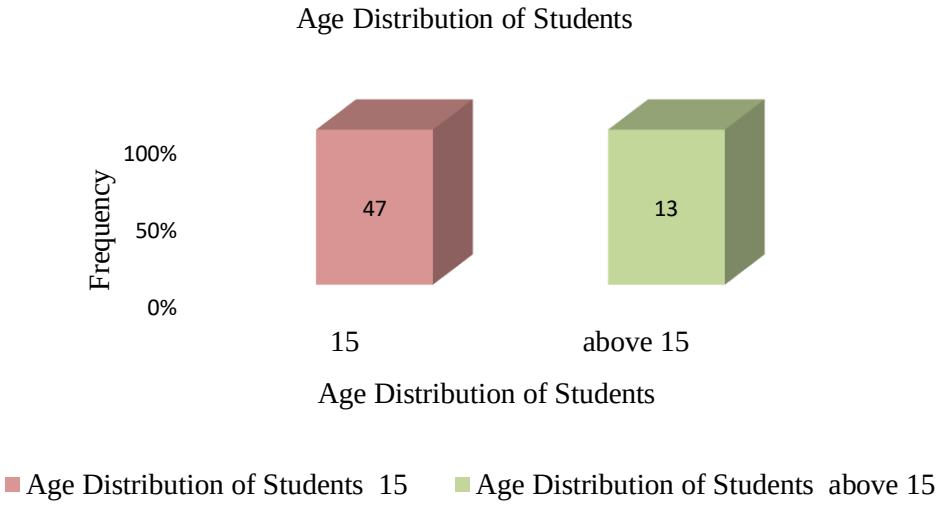

Figure 4. Bar chart representing the age distribution of students (15 years and above 15 years).

Objective 1 aimed to find out if teachers' behavior affects student behavior. The H_0 stated that there is no meaningful link between teacher conduct, measured by average scores from the teacher dataset, and student behavior, shown by average scores from the student dataset. The alternative hypothesis (H_1) suggested that there is a meaningful between these variables. Descriptive statistics (Table 5) show an average score of 3.13 (SD = 0.47) for teacher conduct and a slightly higher average of 3.24 (SD = 0.51) for student behavior, based on data from 60 participants in each group. The Pearson correlation analysis (Table 6) shows a strong positive correlation of 0.727 between teacher conduct and student behavior, which is statistically significant at the 0.01 level (p = 0.000).

This significant correlation leads to rejecting the null hypothesis in favor of the alternative. This suggest that better teacher behavior is closely significant to more positive student behavior outcomes. The findings show that improvements in teacher behavior connected with better student behavior. This highlights the important role teachers play in shaping student conduct in educational settings.

Table 5: Descriptive Statistics for Teacher Conduct and Student Behavior

	Mean	Std. Deviation	N
Composite Mean of Teacher Conduct	3.1287	.46545	60
Composite Mean of Student Behavior	3.2420	.51415	60

Table 6: Pearson Correlation Between Teacher Conduct and Student Behavior

		Composite mean of Teacher	Composite Mean of Student
Composite Mean of Teacher	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	60	60
Composite Mean of Stdent	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Objective 2 looks at how teachers' personality traits relate to their ability to influence student behavior. The null hypothesis (H_0) suggests there is no significant link between teacher attitudes and how well they shape students' behavior. In contrast, the alternative hypothesis (H_1) argues there is a meaningful link between these two factors.

The model summary (Table 8) indicates a multiple correlation coefficient (R) of 0.727 and an R Square value of 0.528. Accordingly, over 52.8% of the variation in student behavior can be explained by teacher personality traits. The adjusted R Square is 0.520, showing strong explanatory power, while the standard error of the estimate is 0.35623. The ANOVA results (Table 9) show that there is statistical significance in the regression model ($F(1, 58) = 64.907$, $p = 0.000$). This confirms that teacher personality traits significantly predict student behavior.

Coefficients analysis further backs this up. The unstandardized coefficient (B) for teacher personality is 0.803, with a standard error of 0.100. The standardized beta coefficient of 0.727 shows a strong positive effect. The t-value of 8.057 is significant at $p < 0.001$, and the 95% confidence interval for B is between 0.603 and 1.002. This confirms the strength of the relationship.

In conclusion, these results support rejecting the null hypothesis. They show that teacher personality traits significantly and positively affect the ability to shape student behavior. This highlights the important role of teacher competancy in education and student behavior development.

Table 7: Model Description of the Connection Between Student Behavior and Teacher Personality Features

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.727[a]	.528	.520	.35623	.528	64.907	1	58	.000
a. Predictors: (Constant), Composite Mean of Teacher									
b. Dependent Variable: Composite Mean of Student									

Table 8: Results of the ANOVA for the Regression Predicting Student Behavior from Teacher Personality Traits

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.237	1	8.237	64.907	.000[b]
	Residual	7.360	58	.127		
	Total	15.597	59			
a. Dependent Variable: Composite Mean of Students						
b. Predictors: (Constant), Composite Mean of Teacher						

Table 9: Regression Coefficients for Using Teacher Personality Features to Predict Student Behavior

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.730	.315		2.318	.024	.100	1.361
	Composite Mean of Teachers	.803	.100	.727	8.057	.000	.603	1.002
a. Dependent Variable: Composite Mean of Student								

Figures 5 and 6 show checks for the normality of regression residuals related to Objective 2. Figure 5 is a histogram of standardized regression residuals. It shows that the residuals follow an approximately normal distribution, centered around zero and forming a bell-shaped curve. The mean is close to zero, and the standard deviation is about one. This suggests little skewness and no significant outliers, supporting the validity of the regression analysis. Figure 6, the normal P-P plot, further confirms this by demonstrating that the observed cumulative probabilities closely match the expected normal distribution. The majority of data points are located close to the diagonal reference line. Together, these findings show that the t1h1e regression model's normality assumption has been satisfactorily satisfied.

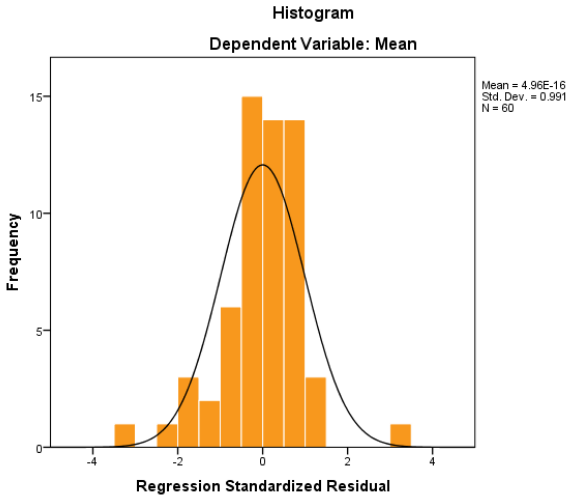

Figure 5. Histogram of Regression Standardized Residuals for Teacher Personality Traits and Student Behavior

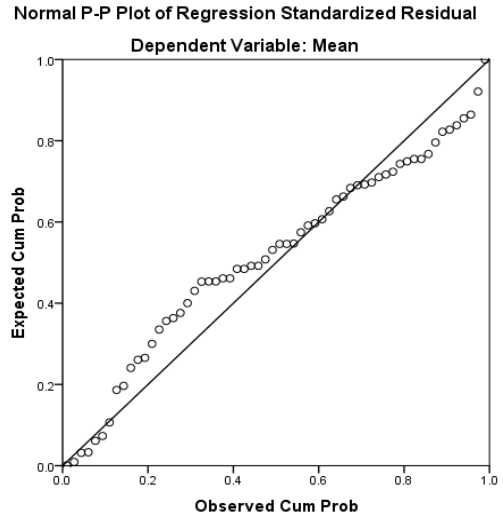

Figure 6. Normal P–P Plot of Regression Standardized Residuals for Teacher Personality Traits and Student Behavior

Findings: Important results indicate that teacher attitude, especially conscientiousness and emotional stability, strongly predict success in modifying student behavior. The research indicates that teachers act as important role models. Their conduct, communication styles, and relationship approaches directly affect student character development, social skills, and academic engagement. Cultural factors related to Indian educational traditions, such as the Guru-Shishya relationship, arise as significant variables. Teaching strategies that consider the culture of the area.

The high reliability of culturally adapted measurement tools (Cronbach's α above .95 for both teacher and student assessments) validates the methods used to study educational relationships in Indian settings. A mixed-methods approach uncovered four main ways teachers influence students: behavioral modeling, cultural bridge-building, maintaining consistent expectations, and offering personalized attention. These results offer precise recommendations for career advancement and improving teaching practices.

Practical implications suggest that focused teacher training on developing emotional intelligence, building positive relationships, and understanding cultural differences can significantly enhance student behavior in Northeast Indian secondary schools. The research supports policy recommendations that prioritize enhancing teacher quality over upgrading facilities, particularly in government schools where individual teacher traits showed the strongest links to student success.

Regional educational considerations emphasize the need to adapt general educational theories to fit local cultures while still using evidence-based teaching approaches. Teachers who successfully blend traditional authority relationship models with modern behavior modification techniques can achieve the best results in supporting positive student growth.

CONCLUSION

The study contributes to educational psychology by showing how teacher influence theories apply in Indian cultural contexts. It points out specific teacher traits and practices associated with better student behavior. The results support methods that emphasize relationships for changing adolescent behavior. They also highlight the importance of teacher preparation programs that cover teaching skills and cultural understanding. Future research should expand on these findings by tracking teacher-student relationships throughout secondary education. It should also repeat the study in different regions to see if the results are consistent in various Indian educational settings. Furthermore, examining the ways in which teacher influence is impacted by family and community relationships may help us better understand the variables that influence teenage behavior. This study demonstrates that teachers are crucial in encouraging secondary school pupils to adopt more positive behaviors. Their effectiveness increases with professional development focused on relationship skills, cultural sensitivity, and proven behavior modification techniques. The findings strongly support prioritizing the enhancement of teacher quality as a crucial tactic for both student behavior and academic performance in India’s secondary education system.

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