

## INVESTIGATING THE EFFECT OF TEACHER BEHAVIORS ON THE LEVEL OF STUDENT LEARNING

### *INVESTIGANDO O EFEITO DOS COMPORTAMENTOS DOCENTES NO NÍVEL DE APRENDIZAGEM DOS ESTUDANTES*

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**Abstract.** The impact of teacher behavior on student learning is one of the important goals of education. And the impact of behavior on student learning is also shaped by changing our behavior. This change in behavior is the impact on student learning from their teacher. Teachers' influence on student behavior, both spiritual and mental, occurs through the influence of their words and shapes the relationship between teacher and student. Education can play an important role in teacher behavior and the impact of teacher behavior on student learning. Most successful people owe their successes to their teachers. Some also attribute their failures to the inappropriate treatment of their teachers. There are various methods to influence students. Considering this issue, teachers must strengthen themselves in three areas to communicate with students and influence them. Education is one of the most basic human needs, and the ability to solve problems is also a requirement for continuing life. The purpose of the present study was to investigate the relationship between content knowledge and the teacher's relationship with students on improving student learning. The present study was applied in terms of its purpose and was in the field of descriptive correlational research in terms of its implementation method. The statistical population of the study included 400 high school students in Samarkand in 2024-2025, who were randomly selected from all high school students. When teachers have sufficient and necessary expertise and ability in communication and teaching skills, they can use their knowledge, skills, and expertise in the education process, thus providing a favorable environment for further academic progress of students. This set has a significant relationship with students' academic progress in the form of teaching profession standards. The results were analyzed using Pearson correlation. The findings of the study showed that teachers' content knowledge and how to communicate with students have a positive and significant relationship with the parts of problem-solving approach: creativity, confidence in solving problem, orientation approach, helplessness in solving problem, and solving problem mastery; so, it can be deduced that the teacher and his/her communication skill is linked to enhancing the learning ability of high school students.

**Keywords:** teacher behaviors, teaching style, learning ability, academic progress.



**Resumo.** O impacto do comportamento do professor na aprendizagem dos estudantes é um dos objetivos mais importantes da educação. E esse impacto é determinado por meio da mudança de comportamento — ou seja, o comportamento do professor influencia diretamente a forma como os estudantes aprendem. A influência dos professores sobre o comportamento dos alunos, tanto espiritual quanto mental, ocorre principalmente por meio das palavras e atitudes, moldando assim a relação entre professor e estudante. A educação pode ter um papel crucial nesse comportamento e no modo como ele impacta o processo de aprendizagem. Muitas pessoas bem-sucedidas atribuem seus êxitos aos professores que tiveram; por outro lado, alguns relacionam seus fracassos a condutas inadequadas de professores. Existem diversos métodos para influenciar os alunos. Considerando essa realidade, os professores devem se fortalecer em três áreas principais para se comunicar eficazmente com os estudantes e influenciá-los positivamente. A educação é uma das necessidades humanas mais fundamentais, e a capacidade de resolver problemas é essencial para a vida em sociedade. O objetivo deste estudo foi investigar a relação entre o domínio de conteúdo por parte do professor e sua relação com os alunos, com foco na melhoria da aprendizagem dos estudantes. Este estudo é de natureza aplicada quanto ao seu objetivo, e metodologicamente se enquadra no campo da pesquisa descritiva correlacional. A população estatística incluiu 400 estudantes do ensino secundário em Samarcanda, durante os anos de 2024–2025, selecionados aleatoriamente. Quando os professores possuem experiência e competência em habilidades de comunicação e ensino, eles conseguem utilizar seu conhecimento, habilidades e vivência no processo educacional, criando um ambiente propício ao progresso acadêmico dos estudantes. Esse conjunto de habilidades se relaciona significativamente com os padrões da profissão docente e com o desempenho dos alunos. A análise dos resultados foi feita com base na correlação de Pearson. Os achados indicaram que o conhecimento de conteúdo por parte dos professores e a maneira como se comunicam com os alunos têm uma relação positiva e significativa com vários aspectos da abordagem de resolução de problemas: criatividade, confiança, orientação para soluções, sentimento de impotência e domínio na resolução de problemas. Assim, pode-se concluir que o professor e sua habilidade de comunicação estão diretamente ligados à melhoria da capacidade de aprendizagem dos estudantes do ensino médio.

**Palavras-chave:** comportamentos docentes, estilo de ensino, capacidade de aprendizagem, progresso acadêmico.

## 1. INTRODUCTION

In teaching, the teacher deals with various and numerous factors, the control of which may create an environment in which desirable and effective learning can take place. These various factors and, in general, the society in which the teacher and the student live affect the quality of the teacher's teaching (Blazar & Kraft, 2017; Abed, 2024a). It is obvious that the teacher cannot control all of the aforementioned factors.

Therefore, the teacher is not able to change and control many factors in creating a suitable learning situation, but to some extent he can change, evolve and improve the quality of his teaching by setting explicit implementation goals, adopting appropriate teaching models and methods, preparing and using the necessary equipment, and creating a healthy relationship with his students (Kyriakides et al., 2020; Abed, 2024b).

The aim of this article is also based on introducing some of these new egos of teaching. So that by introducing these methods to dear teachers and paying more attention to details, they can acquire the necessary skills to use these methods and prepare the ground for their implementation in the classroom and increase the quality of their teaching.

Today, in an effort to improve the learning process, it is very necessary to use new and active methods instead of traditional methods in education (Abed et al., 2024; Centra & Potter, 1980; Hassan et al., 2024). In recent decades, traditional approaches to learning and teaching have undergone fundamental changes and transformations with the emergence of new technologies such as multimedia, transmedia, and distance learning.



This article examines new teaching methods, since one of the most important problems and issues of the country's education system is the lack of application of new and active teaching methods in education and the lack of attention to active teaching and learning approaches. Therefore, teachers should be familiar with new teaching methods and use them in appropriate situations.

Training competent individuals is only possible through the use of reasonable and competent methods. One of the important elements of curricula and educational design is the selection and implementation of appropriate teaching methods. It can be said that these elements have a special place in all educational design models because content, media, evaluation, and all teaching stages are placed in the teaching method and model and lead us to all goals.

Since effective learning is not only the acquisition and storage of information and knowledge, but also effective and efficient learning is the strengthening and development of mental, physical skills and thinking, therefore, the use of modern teaching methods is more efficient in strengthening these skills compared to traditional methods. The art of the teacher is in choosing these effective methods and methods. Since the abilities of people are different, the way of learning and how to teach will also be different (Centra & Potter, 1980).

In reviewing the research conducted in the field of teacher content knowledge on increasing students' empowerment, it is clear that teachers need a set of knowledge, attitudes, and skills that the teacher can acquire to help the physical, intellectual, emotional, social, and spiritual development of learners during education and training. These competencies are classified into three areas: cognitive, emotional, and skill (Susminingsih, 2023). In their research, Rahman (2019) define problem-solving ability as the recognition and application of knowledge and skills that lead to the learner's correct response to a situation or to achieving the desired goal.

The first meeting between teacher and students in the classroom is very important. Rock and Young, in their study of the first moments of teacher-student contact, point out that the success or failure of the year may depend on the influence of the characteristics and attitudes, rules and relationships established during the first two or three weeks of the school year. The experienced teachers had a clear idea.

The majority sought to establish a serious and consistent presence, and they had adjusted their thoughts about the students according to their own experiences, not according to their recorded records. They showed an initial dominance and excessive seriousness, along with facial expressions, and used nonverbal signals (eye movements, gestures, etc.) to reinforce what they were trying to accomplish. They had established a set of rules from the beginning, which had some notable moral qualities.

## 2. METHOD

The purpose of this study was to investigate the relationship between content knowledge and teacher-student communication in improving the level of learning and academic achievement in secondary school.

The researcher, without any manipulation, simply collected data and examined their relationship. Accordingly, it can be said that the research method was descriptive-correlational. Also, this research can be considered an applied research type according to its purpose.

The statistical population of the study included secondary school students in Samarkand in 2024-2025, which, according to the statistics of the General Department of Education of Uzbekistan, the number of secondary school students was 15,560. Based on random selection, 400 students are chosen as a case studies for the research using a two-stage cluster random sampling approach.

The data collection method in this study was library and field, because the data and information related to the literature section and the theoretical foundations of the research and the research background were collected through the study of various books and articles, and the data related to the statistical section of the study were collected through the distribution of the Teacher Professional Standards Questionnaire designed by Idaho State University in 2000 and the Cassidy & Long's (1996) Problem Solving Skills Questionnaire among the participants in the study. The Teacher Professional Standards Instrument designed by Idaho State University includes four components.

Also, this questionnaire includes 10 statements on a 5-point Likert scale from very low (1 point) to very high (5 points). A higher score indicates the level of compliance with the standards of the teaching profession. To obtain the score of each subscale, the total scores of each item of that subscale must be added together. To obtain the overall score of the questionnaire, it is also necessary to add all the items of the questionnaire together.

The Problem Solving Style Questionnaire was developed by Cassidy & Long (1996) in two stages and has 24 questions that measure six factors, and each factor includes four test items, and these factors are: (1) Creative solving problem style, (2) Confidence in solving problem, (3) Orientation approach, (4) Helplessness in solving problem, (5) solving problem mastery, and (6) Avoidance style.

Creative problem-solving style indicates planning and considering various solutions depending on the problem-causing situation. Confidence in problem-solving style indicates belief in the individual's ability to solve problems. Approach style indicates a positive attitude towards problems and a desire to confront them head-on. Helplessness style indicates a person's disbelief in problematic situations. In this scale, the subject answers yes or no to each question.

These questions measure six factors, which are: orientation (feeling of helplessness and inability in problematic situations), control style in problem solving (external-internal control dimension), creativity style (planning for various solutions), confidence style in problem solving (belief in one's ability to solve the problem), avoidance style (avoiding problems instead of confronting them), and approach style (desire to confront and solve problems.) In order to examine the face and content validity of the questionnaires, the supervisor and other professors of the curriculum planning department were used, and the validity of the questionnaires was confirmed by them.

To ensure its reliability, it was first administered to a small sample of about 30 randomly selected second-year high school students, and Cronbach's alpha test was used to examine its reliability. Thus, the reliability coefficients of these questionnaires were 0.781 and 0.809, respectively, which indicated the desirable reliability of the questionnaires.

#### Research Questions

- 1- A good teacher's attitude is related to student motivation.
- 2- Discipline and order are related to student motivation.
- 3- A good teacher's teaching method is related to student motivation.

**Table 1.** Questionnaire

1	How would you rate the teacher's communication skills?
2	To what extent did your teacher's attitude attract you in the first class session?
3	To what extent did your teacher's appearance attract you in the first class session?
4	To what extent does the teacher's tone of voice affect your attraction?
5	To what extent does the teacher's seriousness in his work attract you?
6	To what extent do you consider the teacher's management to be effective in students?
7	Do you consider the teacher's discipline to be effective in students observing class order?
8	To what extent do you consider your relationship with the teacher to be intimate?
9	To what extent does your intimacy with the teacher affect your learning progress?

1	To what extent is your teacher sensitive to your learning?
1	To what extent does your teacher care about your emotional states?
1	To what extent do you consider your teacher to be goal-oriented in teaching?
1	To what extent do you consider your teacher to be knowledgeable in teaching subject matter?
1	How successful was he in conveying information to you?
1	Does your teacher use teaching aids in conveying the material?
1	To what extent are teaching aids effective in your learning?
1	To what extent do you consider your own teaching aids effective in learning?
1	To what extent do you consider yourself a partner in teaching?
1	To what extent is participation in teaching effective in your learning?
2	To what extent is teacher encouragement effective in your learning?
2	To what extent is teacher punishment effective in your learning?
2	How do you evaluate the teacher's content knowledge?
2	To what extent is the teacher's ability to answer course questions?

SOURCE:

### 3. RESULTS

In this study, the data were analyzed in two parts: descriptive and inferential statistics. In the descriptive part, the effect of teacher behavior on student learning is one of the important goals of education. And the effect of behavior on student learning is also formed by changing our behavior. This change in behavior is the effect on student learning from their teacher. Teachers' influence on student behavior, whether spiritual or mental, occurs through the influence of their words and shapes the relationship between teacher and student. Education can play an important role in teacher behavior and the effect of teacher behavior on student learning. Most successful people owe their successes to their teachers. And some also attribute their failures to the inappropriate treatment of their teachers. There are different methods to influence students. Considering this, the teacher must strengthen himself in three areas to communicate with students and influence them.

Moral and educational: Most of the effective factors are in this part. For this reason, strengthening this part is very important for the influence, impact, and progress of students and the teacher-student relationship. To strengthen this part, one must act on everything that is said in moral books for educating students. Morality has an impact on the behavior of students.

Respect for the student's personality: The most important factor that affects students' learning behavior and student progress is the teacher's respect for students. The effect of teacher behavior on students' learning is formed by the behavior that the teacher shows disrespect or respect for the student. And then it causes the student to hate the teacher. Even if the student acts against the rules, the teacher can punish him in a way that does not cause disrespect. The teacher's behavior with students in such situations is very important. For example, avoid cursing and humiliating the student and consider punishment such as reducing the grade.

Good-naturedness: It is one of the ways to influence, progress and influence students' learning. If the teacher's behavior with the student is good and is always good-natured, it can attract students. In psychology, a smile, attractive appearance, good-naturedness, and eye contact are considered factors that influence the teacher's behavior on student learning. If students feel that the teacher loves them, the teacher will penetrate the hearts of the students more and the students' progress and growth will be enhanced.

Educational dialogue with students in the classroom: In addition to the subject matter, we should also pay attention to the students' behaviors in the classroom. This is because education and training are two wings. And one can never fly with one wing. Science and ethics can never be separated. For students to progress, science and ethics must always go together.



**Honesty and Integrity:** The teacher must be honest with the students, students like honesty. Dishonesty causes distrust and damages the relationship between the teacher and the students. As a result, students cannot trust their teacher. Students should be treated with humility and modesty. This behavior makes the students comfortable with the teacher. And the teacher's influence on the students increases and is effective in the learning and progress of the students.

**Fairness and justice:** Fairness and justice are important aspects of dealing with students. If the teacher cannot establish justice and give more importance to some students, it will cause students to be pessimistic, which will prevent the teacher's behavior from having an impact on students, and it will cause students to not progress.

In the analytical section, the general hypothesis of the research was evaluated, which includes the effect between compliance with teaching professional standards and teacher-student communication on the academic achievement of secondary school students in Samarkand. Pearson correlation test to determine the correlation between the components of compliance with teaching professional standards and teacher-student communication and students' academic achievement is presented in Table 2.

**Table 2.** Pearson correlation of content knowledge, teaching methods, teacher's relationship to students' academic achievement

Independent variables	Correlation coefficient	Significance level
Content knowledge	0.51	0.001
Teaching methods	0.49	0.001
Communication Skills	0.54	0.000

Source:

Based on the findings of the Pearson correlation test, there is a moderate direct correlation between the components of compliance with teaching professional standards and teacher-student communication and the academic achievement of secondary school students. In fact, the greater the content knowledge and teacher-student communication, the greater the academic achievement of students. In the next step, a regression variance test was conducted to determine the effect of content knowledge and teacher-student communication on the academic achievement of secondary school students, the results of which are presented in Table 3.

**Table 3.** Regression variance to determine the effect of content knowledge and teacher communication and teaching methods on students' academic achievement

Independent variables	R	R2	Justified R2	SD	t	sig
Content knowledge	0.561	0.250	0.255	1.12	42.67	0.001
Teacher communication	0.553	0.261	0.265	1.03	44.56	0.001

Source:

According to the regression variance test conducted with the t-test statistic and a significance level of 0.001, it can be said that the goodness of fit of the regression model related to content knowledge and teacher-student communication in the academic achievement of secondary school students is confirmed. The regression test conducted shows that 0.27 of the variance in students' academic achievement is affected by the level of communication between secondary school teachers.

The findings from examining these hypotheses showed that there is a positive and significant relationship between adherence to teaching professional standards and academic achievement of secondary school students. This finding is consistent with the results of research conducted in this field (Sanusi et al., 2024; Chen, 2024).

In explaining this finding, it can be said that the standards of the teaching profession include skills (content knowledge, content knowledge of teaching methods, knowledge and skills of teaching and professional methods, and attitudes and ability to perform professional activities) that are designed with the aim of creating a change in the lives of students by preparing teachers (Igwe & Ligaya, 2025).

When teachers have sufficient and necessary expertise and ability in relation to students, they can use their knowledge, skills, and expertise in the teaching-learning process, thus providing a favorable environment for further academic progress of students. The findings from examining the hypothesis that there is a relationship between content knowledge and academic progress of secondary school students showed that there is a positive and significant relationship between content knowledge and academic progress of secondary school students.

This finding is consistent with the results of research conducted in this field (Tamir 1988; Chen, 2024). In explaining this finding, it can be said that the teacher should have knowledge related to the subject he teaches and study and conduct professional research on various theoretical perspectives on classroom management and teaching methods, and also use knowledge related to individual differences of students for planning, transferring and analyzing materials. In this case, we can expect to improve the academic achievement of students.

#### 4. CONCLUSION

The purpose of this article is to examine the importance of the teaching and communication methods used by teachers and their impact on student learning. One of the most important topics in education and at the same time one of the most difficult concepts to define is "learning".

Learning forms the basis of individual behavior. Through learning, an individual becomes familiar with his or her environment, influences the environment, and sometimes causes positive and constructive changes in the environment.

Therefore, a large part of human behavior is learnable. A human learns to speak, love, communicate with others, and even think. The development of thinking skills with problem-solving skills is something that occurs gradually and in the shadow of learning in individuals: paying attention to the principles of learning and examining the causes of a student's inability to learn, providing the best solution to compensate for disabilities is a basic condition for success in educational activities.

The orientation of teachers and administrators about learning has a great impact on their work and decision-making. Teachers who correctly recognize the principles and foundations of learning can better take action in educating individuals and reduce the number of students at risk of failure. The teaching profession is a dynamic process, we should not expect changes in teaching conditions, but rather welcome them and find appropriate feedback for any inappropriate situation. Indeed, if teaching is an art, learning scientific and practical teaching methods is more artistic.

The use of teaching models is a matter of taste and should be selected according to the educational goals, lesson content, and the conditions of the learners. In school learning, emphasis should be placed on student activity. Students' competition for grades should be reduced, because competition for grades harms a person's recognition of their own abilities in the long run.

The teacher should have sufficient knowledge in the field of teaching planning and various educational strategies for transferring content, as well as various methods of formal and informal evaluation of students' academic progress. It is obvious that a teacher who is an expert in this field can incorporate appropriate solutions in the teaching-learning process for students' academic progress and help them achieve academic success.

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