Impact of Teachers' Classroom Manners, Teaching Strategies, And Parents' Socioeconomic Status on Students' Performance

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Abstract: The principal aim of this study was to determine the impact of teachers' classroom manners, teaching strategies, and parents' socioeconomic status on students' academic performance. We used a two-stage probability sampling to select a final sample of 610 secondary school students of 9th and 10th grade based on a sampling frame targeting all government schools provided by the Education District Officer (EDO). Multinomial Logistic Regression and Bivariate analyses were employed to test the significance of factors affecting students' academic performance, utilizing several variables, including teacher classroom manners, teaching strategies, and parents' socioeconomic status. Statistical analysis revealed that students' academic performance is impacted by the teacher's behavior and methods of teaching used. Academic programs may consider our findings of factors affecting students' academic performance when planning strategies for academic improvements. They may organize different workshops and training programs for teachers which will in return improve students' academic performance.

Keywords: Students' Perception, Classroom Manners, Teaching Strategies, Socioeconomic Status, Secondary Education, Academic Performance

1. Introduction

In the current global landscape of high connectivity, the progress of any nation is highly dependent on the education of its citizens (Hanushek, 2013). Educated persons in a society not only reduce the poverty levels, but they can also contribute to improvements in the total factor productivity and per capita income rate (Barro, 2013). However, standards of student performance may be deteriorating in many societies, given the increasing complexity of our social world and numerous sources of influence and interruption, including social media and "cyber communities" (Benos & Zotou, 2014).

In this context, any efforts to enhance student's academic performance are today's investment yielding future returns by producing educated employees and a productive workforce (Hines et al., 2020; Delgado, Henderson, & Parmeter, 2014). There is sufficient research evidence suggesting that students can learn and achieve better outcomes when competent teachers use well-organized teaching strategies, motivating techniques, and use them effectively (Shinn, 1997).

1.1 Influence of Students' Perceptions about Their Teachers

The literature on academic achievement has highlighted the importance of student's opinions about their teachers and their teaching methodology in the context of high achievers leading to "A" grades (Koth, Bradshaw, & Leaf, 2008). Therefore, Students' positive perceptions about the teachers' behavior are considered an important indicator of the educational institutions' performance (Havik & Westergård, 2019). Heck (2009) suggested that teachers' self-efficacy most importantly their manners' that is provides insights into the way learners perceive, interact with, and react in the classroom found positively associated with student's achievement scores. Teachers' encouragement and motivation not only help students to promote positive behavior but also encourage their students to perform well in examinations (Lazarides, Gaspard, & Dicke, 2019). Students' perception of the cooperativeness of their teachers and teachers' support is a crucial factor for the improvement of educational institutions and educational outcomes. Many research studies found that It is important for educators to value the students' perceptions if they want to understand the mechanisms by which student's education is affected and that underlie the school outcome directly (Stobaugh, Mittelberg, & Huang, 2020).

1.2 Influence of Teachers' Attitudes and Behaviors

Wenglinsky (2002) indicated that teachers have multiple ways to positively influence students' performance. They can inspire their students to learn and improve their academic grades by cherishing diversity of ideas, and physical attributes by providing equal opportunities for class participation. Likewise, they can boost students' confidence and morale by maintaining healthy teacher-student communication and a good classroom environment (Gentrup, Lorenz, Kristen, & Kogan, 2020). Studies by Goe (2007), and Fidler (2002) also found that teachers' positive behavior towards their students led to higher academic achievement. Students feel more confident when classrooms are staffed with proficient teachers who use student-centered approaches of inclusive excellence, critical thinking, problem-based learning, induced participation and trust, and an open-door policy to student mentoring outside the classroom. (Gouda, Luong, Schmidt, & Bauer, 2016; Flanders, 1960). The sense of trust between teacher and student can enhance students' academic achievement. The influence of teachers' characteristics, their ability, grading discrimination, self-efficacy, classroom justice, and communication style all have an impact on students' academic outcomes (Sette, Gasser, & Grütter, 2020; Eschenmann, 2015).

1.3 Influence of Teachers' Classroom Manners and Teaching Strategies

Teachers' good classroom manners are considered the keys to determining the quality of education achieving expected learning outcomes (van der Lans, van de Grift, & Van Veen, 2018; Slater, Davies, & Burgess, 2012). Further, teachers' clarity of assessment criteria and grading discrimination also influence students' motivation to perform (Galini & Efthymia, 2009; Zulfiquar & Zamir, 2015). Teachers'

encouragement and motivation help students to promote positive behavior and encourage them to perform well in examinations (Kyriakides & Creemers, 2009). Inversely, teachers' insensible behavior towards instruction and student-learning not only affects pupils' performance, but it also reflects poorly of teachers' social values and mannerism (Yılmaz, & Argon, 2020; Brophy, 1988).

Existing research studies determining students' success emphasized different teaching strategies mainly focusing to provide differentiated assessment and a variety of instructional material that help to improve the teaching-learning process (Filippello, Buzzai, Costa, Orecchio, & Sorrenti, 2020). Teachers' instructional strategy and motivating practices only are the predictors that can improve students' success in the examination. Shaddock, (2007) suggests that in any classroom where teachers exhibit more creative, feasible, and sustainable strategies for students, more likely to have "A" grades based on testing and grading assignments. (Matanluk, Johari, & Matanluk, 2013). Other research studies analyzed that the schools with a higher percentage of successful students were positively associated with meaningful learning and quality level of instructional strategy (Jones, 1987; Davis, 1993; Jalbani, 2014; Kane, & Staiger, 2008). In any classroom, teachers' manners and teaching strategies are crucial elements, when utilized well during class, are a guarantee of success while educating at any level either primary or secondary (Ladd & Sorensen, 2017).

1.4 Influence of Home Environment

The influence of classroom environment and teachers' attributes do not operate in a vacuum. A good home environment and parents' attributes also contribute to students' good or poor performance. A home environment that is conducive to studying and parents' socioeconomic status also affect students' interest in their studies and their ability to perform their homework (Kapinga, 2014; Raychaudhuri, 2010). Specifically, the access and affordability of facilities and services are considered the significant predictors of students' academic performance (Chohan, & Khan, 2010; Eugene, 2020). Students provided with good home environments and basic facilities tend to have better attitudes towards academics than their peers who do not have such support (Dimosthenous, Kyriakides, & Panayiotou, 2020; Yamada, Sekine, Tatsuse, & Asaka, 2019). According to Chevalier, (2004) the students who belong to illiterate or less educated families, had a scientifically poor performance in the examination. Parents' involvement and socioeconomic status do not only affect the academic grades, but it makes competing with a high socio-economic peer difficult, under the same academic environment (Shah, & Anwar, 2014; De Waal, & Pienaar, 2020). For instance, poor families cannot afford adequate material for learning of the best quality and quantity as compared to high socio-economic families' students (Hill & Castellino, 2004). Similarly, several research studies suggested that parents' involvement such as parents' education, income, and other secondary resources all had a direct association with children's academic success through parent's support (Khaliq, Baig, & Ameen, 2016; Harris, & Goodall, 2007; Mafiz, Ismail, & Bhuyan, 2013; Islam, 2014; Henderson, & Mapp, 2002; Plug, & Vijverberg, 2005; Hassan, 2009; Tomul, & Polat, 2013; Riaz, Zafar, Maann, & Ali, 2010).

1.5 Research Objectives

Given that the studies on this subject on students in Pakistan are scant, the present study has three major objectives within the framework of a learning environment in Pakistan:

1. To analyze teachers' classroom manners that can be associated with students' academic performance outcome, after controlling for (i.e., statistically adjusting for) variables like parents' education and monthly household income.
2. To study the influence of teaching strategies on students' academic achievements after controlling for potential confounders like parents' education and monthly household income.
3. To identify the impacts of parental/household socioeconomic status on students' academic achievement.

2. Research Methodology

2.1 Sampling and Research Design

This research is quantitative, observational, based on primary cross-sectional data collected through a survey. The population for this study consisted of all secondary school students in Lahore city (Pakistan). The sample comprised 610 students selected from 10 Government secondary schools out of 331 Government secondary schools in Lahore city, using a two-stage sampling technique. At the first stage, 10 schools were selected using simple random sampling from the sampling frame obtained from the Education District Officer (EDO). In the second stage, the final sample of 610 students in grades 9th and 10th was selected using probability proportionate to the size of the schools selected in the first stage.

2.2 Research Instrument

To pursue the objectives hypothesized in this study, relevant data were gathered using a self-developed scale in the classroom, with monetary incentives, across 10 government schools to identify secondary school student's perceptions about selected teacher classroom manners, teaching strategies, and how parents' socioeconomic status linked with students' academic achievement. We used the structured questionnaire as the data gathering instrument.

2.3 Ethical Consideration

The researcher prepared a letter of formal consent (see Appendix A) which included the purpose of this research, the research design, the average amount of time required to conduct the research, the benefits to the participants, the issue of confidentiality, and the right to withdraw from the study. It was ensured to the students that the information provided by them will be kept confidential and will be used for research purposes only.

2.4 Data Collection Technique

Before pursuing the data collection for this study, the students were approached with the permission of their school heads. The participants were asked to complete the survey, which took them approximately 20-25 minutes. The questionnaires were collected by the researchers. Students' previous exam results were collected from the national documents, i.e., Punjab Examination Commission (PEC) Result Gazette Grade 8th and Board of Intermediate and Secondary Education (BISE) provided by the respective Education District Officer (EDO). The performance data were merged with the survey data using student roll numbers.

2.5 Measures and Variables

The dependent variables were the annual examination grade, administered with a normal distribution that ranges from "A", "B", and "C" or lower. The independent variables were measured through 15 statements about students' perceptions about teachers' behaviors and the extent to which the student perceived those behaviors affected their academic performance (shown in Table 2). Responses were recorded on the Likert scale: strongly agree, agree, uncertain or 50/50, disagree and strongly disagree.

2.6 Data Analysis

All analyses were performed in 2020, using SPSS (Statistical Package for Social Science) statistics version 23 (IBM corporation, Armonk, NY, USA). The researcher developed a codebook, assigning codes for each question, and section understudy for identification and calculation. To examine the impact of individual behavior or classroom manner on the ordered categorical dependent variable student performance, we performed 15 separate Multinomial Logistic Regression models. Results of only 13 models are presented for brevity because the other two did not show statistical significance after controlling for demographic and socioeconomic variables. Before Multinomial Regression, we also conducted bivariate analyses to test the significance of associations between each independent variable and the students' academic performance.

Table 1: Descriptive statistics for the demographic characteristics of students

Characteristics of the Respondents	Frequency	%age
Gender		
Male	247	40.5
Female	363	59.5
Age		
11-15	87	14
16-21	523	86
Above 21	0	0
Monthly household income		
Less than Rs. 15,000	260	42.6
Rs.15, 000 to 19,999	215	35.2
Rs. 20,000 to 29,000	111	18.2
Rs. 30,000 to 49,000	14	2.3
Rs. 50,000 to 99,999	9	1.5
Rs. 100,000 or more	0	0
I do not know	1	.2
Parent's Educational Qualification		
Mother Education		
No formal education	57	9.3
Primary (classes 1-5)	42	6.9
Middle (classes 6-8)	193	31.6
Secondary (classes 9-10)	221	36.2
Higher (classes 11 and above)	71	11.6
I don't know	26	4.3
Father education		
No formal education	19	3.1
Primary (classes 1-5)	31	5.1
Middle (classes 6-8)	131	21.5
Secondary (classes 9-10)	313	51.3
Higher (classes 11 and above)	109	17.9
I do not know	7	1.1

3. Results

3.1 Impact of Teachers' Classroom Manners

The descriptive statistics for the demographic characteristics of study participants are presented in Table 1. Fathers tended to have higher education than mothers. While 51.3% of students' father had secondary

(9th or 10th grade completed), and 17.9% had higher than secondary education, a lower percentage of students' mother's education (e.g., 36.2%) was secondary (9th or 10th grade), and higher than secondary grade (11. %). Presented in Table 2, our bivariate analyses showed that a significant positive impression of teachers' encouragement during class positively influenced students' performance. A significantly higher proportion of students who were encouraged secured "A grades" (p<0.001); 40% percent of students who strongly agreed, and 27% who agreed that during the class that they had been encouraged by their teachers' also received an "A grade". Whilst students whose teachers did not come to class on time had significantly poor performance (p<0.000); 52% who strongly agreed and 34% who agreed received C or lower grades. A significantly higher proportion of students received the A grades if they disagreed that a teachers' perception that a student is economically poor leads to poorer grades (36.5%), compared to those who strongly disagreed, agreed, or strongly agreed (8.99%, 19.7%, and 18.1% respectively), indicating a non-linear association (p<0.000). Also, a Higher proportion of students' who perceived their teachers do lenient (easy) marking received "A grades," with 52.2% of those who agreed and 16% who strongly agreed received the highest letter grade of A (p<0.000). Students' who reported that their teachers are good facilitators performed better than those who strongly disagreed/ disagreed with this statement (Table2).

3.2 Impact of Teaching Strategies

Calculation of bivariate analyses revealed that teachings strategies and the use of different A.V (audio-visual) aids appeared to strongly impact students' academic performance (Table 2). 23 percent who agreed and 34 percent who strongly agreed received "A grades". In comparison, students with 16% strongly disagree and 11% disagreed had poorer grades (p<0.000). However, Teachers' way of instruction was also positively associated with students' academic performance (p<0.000). Students whose teachers emphasize rote learning and dispirit them from studying secured "C or lower grades" (p<0.000). Other aspects related to student performance are presented in Table 2.

3.3 Impact of Parent's Socio-Economic Status

Parental involvement and socioeconomic status had a highly significant impact on children's education (Table 2). Students whose parents help them in their studies were more likely to perform better than those whose parents never help their children in their studies. Over 48% of students' who strongly agreed and 22.0% who agreed that their parents often helped in studies (homework) received "A grade" (p<0.000). A higher proportion of Students with the statement "I have gotten good grades in my previous exam because my parents asked me to choose subjects leading to a career path according to my interest" secured "A grade" 24.8% percent who agreed and 38.0 percent who strongly agreed (p=0.001). Students with a total monthly household income of Rs. 20,000 or higher (42.5%) performed better and secured an "A grade (<0.000) as compared to those with income Rs. 15,000-19,999 or with income less than Rs. 15,000. Father's education seemed to have a strong influence on their children's academic performance (Table.2. A higher proportion of Students (53.2%) with fathers' Grade 11 or above education performed better and received an "A grade" (p<0.000). Also, the influence of mother's education is shown to be the most important factor in determining a child's education shown in Table 2.

Table 2: Bivariate analysis of Student perceptions about teacher classroom manners and teaching strategies

Student perceptions	Overall grades			P
	C or lower	B	A	
Perceptions about teachers' classroom manners/teaching strategies				
Total monthly household income				0.000
Less than Rs. 15,000	26.4%	69.3%	4.2%	
Rs. 15,000-19,999	41.4%	25.6%	33.0%	
Rs. 20,000 or higher	38.1%	19.4%	42.5%	
Mothers education				0.000
No formal education	61.4%	38.6%		
Primary or middle	45.2%	52.4%	2.4%	
Completed 10th grade	24.9%	67.9%	7.3%	
Grade 11 or above	31.2%	26.4%	42.5%	
Fathers education				0.000
No formal education/Primary	57.9%	40.4%	1.8%	
Middle	28.2%	67.2%	4.6%	
Completed 10th grade	36.4%	39.9%	23.6%	
Grade 11 or above	22.9%	23.9%	53.2%	
My class teacher encourages students to participate in class discussion.				0.001
Strongly disagree	37.6%	39.8%	22.6%	
Disagree	53.3%	33.3%	13.3%	
About 50/50	32.7%	45.6%	21.8%	
Agree	25.5%	51.1%	23.4%	
Strongly Agree	34.3%	31.3%	34.3%	
My teachers always encourage my achievements.				0.001
Strongly disagree	37.3%	43.5%	19.3%	
Disagree	45.8%	36.5%	17.7%	
About 50/50	33.3%	49.2%	17.5%	
Agree	26.6%	46.8%	26.6%	
Strongly Agree	31.7%	28.3%	40.0%	
I have gotten good grades in my previous exam because my parents asked me to choose subjects leading to a career path according to my interest.				0.001
Strongly disagree	27.5%	53.8%	18.7%	
Disagree	34.6%	47.2%	18.1%	

About 50/50	37.5%	40.4%	22.1%	
Agree	38.7%	36.5%	24.8%	
Strongly Agree	38.6%	25.4%	38.0%	
I have gotten good grades in my studies because my family always encourages my achievement.				0.006
Strongly disagree	60.0%	30.0%	10.0%	
Disagree	35.7%	40.0%	24.3%	
About 50/50	28.8%	48.5%	22.7%	
Agree	31.3%	36.3%	32.5%	
Strongly Agree	36.3%	43.8%	19.9%	
I feel that my parent's poor socioeconomic status is a barrier to my academic achievement				0.000
Strongly disagree	60.0%	35.0%	5.0%	
Disagree	36.9%	39.5%	23.5%	
About 50/50	38.8%	42.5%	18.8%	
Agree	25.7%	47.6%	26.7%	
Strongly Agree	17.7%	54.4%	27.8%	
The medium of instruction for most subjects is in English, so I feel intimidated				0.000
Strongly disagree	23.3%	63.3%	13.3%	
Disagree	38.0%	38.3%	23.7%	
About 50/50	33.3%	52.6%	14.1%	
Agree	19.7%	34.2%	46.1%	
Strongly Agree	41.0%	42.6%	16.4%	
My parents often help me in my studies.				0.000
Strongly disagree	39.8%	32.0%	28.2%	
Disagree	46.4%	40.2%	13.4%	
About 50/50	35.0%	49.0%	16.1%	
Agree	28.2%	49.8%	22.0%	
Strongly Agree	34.3%	27.6%	48.3%	
Teachers emphasize on memorizing or rote learning (*ratta*) rather than promoting comprehension of concepts.				0.000
Strongly disagree	22.2%	35.2%	42.6%	
Disagree	47.4%	29.8%	22.8%	
About 50/50	26.7%	58.1%	15.2%	
Agree	29.9%	48.0%	22.1%	

Strongly Agree	49.6%	28.5%	22.0%	
My teachers encourage students to engage private tutors (after school) rather than explaining everything in regular classes.				0.038
Strongly disagree	37.1%	37.1%	25.7%	
Disagree	30.9%	34.6%	34.6%	
About 50/50	32.4%	47.6%	20.0%	
Agree	33.2%	46.6%	20.2%	
Strongly Agree	48.1%	26.9%	25.0%	
My teachers are good facilitators.				0.001
Strongly disagree	41.5%	34.1%	24.4%	
Disagree	46.2%	37.2%	16.6%	
About 50/50	28.0%	50.2%	21.8%	
Agree	32.3%	29.0%	38.7%	
Strongly Agree	33.7%	36.0%	30.2%	
In my experience, a teachers' perception that a specific student is economically poor leads to poorer grades for homework (than if someone else were to hand it in).				0.000
Strongly disagree	42.2%	48.9%	8.9%	
Disagree	12.8%	50.7%	36.5%	
About 50/50	39.2%	40.5%	20.3%	
Agree	38.7%	41.6%	19.7%	
Strongly Agree	47.6%	34.3%	18.1%	
In the previous year, some of my class teachers did not come to class on time.				0.000
Strongly disagree	30.9%	29.6%	39.5%	
Disagree	26.4%	47.2%	26.4%	
About 50/50	29.7%	55.1%	15.2%	
Agree	34.2%	44.1%	21.7%	
Strongly Agree	52.4%	30.5%	17.1%	
Sometimes I have gotten good grades in a course; it was due to the teachers' easy grading scheme.				0.000
Strongly disagree	25.6%	61.5%	12.8%	
Disagree	35.5%	43.6%	20.9%	
About 50/50	43.0%	36.0%	21.0%	
Agree	17.4%	30.4%	52.2%	
Strongly Agree	36.4%	48.1%	15.5%	
My class teachers use various strategies, teaching aids/devices and techniques in presenting the lesson.				0.000

Strongly disagree	42.3%	41.5%	16.3%	
Disagree	33.0%	56.0%	11.0%	
About 50/50	26.3%	49.1%	24.6%	
Agree	36.7%	40.4%	22.9%	
Strongly Agree	32.9%	33.5%	33.5%	

Note: The p-values in the bold font indicate the significance of association at p<=0.05. These p-values are based on the Chi-square test of subgroup difference.

4. Multinomial Logistic Regression

Table 3 presents the results of multinomial logistic regression for student performance in the recently completed school year by students' socioeconomic status (SES), including factors parents' monthly household income and teacher's behavior concerning students with and without poor background. Model 1 consists of results for independent variables concerned with parents' socioeconomic status, including household income, and mother's as well as father's education. In models 2 through 13, we included one primary variable and these SES variables as covariates (or control variables).

4.1 Impact of Parent's Socio-Economic Status

After controlling for total monthly household income, students who strongly disagreed that their parents 'poor socioeconomic status is a barrier to their academic achievement had statistically significant higher odds of securing "A grade" (AOR=0.044; P=0.000).

Model 1 shows a significantly strong relationship with mother education and child's academic performance after controlling other variables, including total monthly household income. A higher proportion of students whose mother completed 10 years of education secured an A grade (AOR=0.360; P=0.004) compared to students with mother education of "1 to middle grade" (AOR=0.453; P=0.02). Father education also showed a statistically strong association with their children's academic performance shown in model 1. Whereas Model 2 shows a negative association of student's performance existed with their perception that "my parents 'poor socioeconomic status is a barrier to my academic achievement" was not a barrier to their performance secured "A grade vs C or lower" (AOR=0.044; P<0.000). However, Parents' encouragement appeared very necessary concerning the students' perception "I have little interest in my studies because I am never encouraged (by family and friends)". Students who were strongly disagreed with this statement had lower odds of receiving "A grades" rather than C or lower (AOR=0.263; P=0.04). If parents encourage their children with academic tasks (Home assignments and other class projects) then students might be able to perform better in exams.

4.2 Impact of Teachers' Classroom Manners

The multinomial logistic regression model with teachers' classroom manners and students' performance outcome shows that after controlling for SES status, students who disagreed that they intentionally skip classes because they were never encouraged by their teachers had significantly lower odds of receiving A grades (vs. C grade or lower) as compare to those who strongly agreed (AOR=0.235; P=0.007). After

controlling for other variables in the model, students who agreed (vs. strongly agreed) that teachers encouraged them to engage private tutors (after school) rather than explaining everything in regular classes had higher odds of securing a grade B rather than C or lower (AOR=2.668; P= 0.015). The students' belief that if their teachers come to class regularly on time then they can achieve good grades in the exams had a positive impact on students' performance. The perception that teachers do not come to class on time had a significant negative impact on students' performance. The students who strongly disagreed or agreed (vs. those who strongly agreed) that "some of my class teachers did not come to class on time" had nearly 5 times higher odds of receiving A grades rather than C or lower (AOR=4.639 and AOR=5.161 respectively) Also compared to those who strongly agreed to the statement "some of my class teachers did not come to class on time," those who neither agreed nor disagreed were also more likely to secure the grade A rather than C (AOR=2.144; P=0.040). Further, the odds of students securing an A were significantly higher for students who disagreed (vs. strongly agreed) to the statement "in my experience, a teachers' perception that a specific student is economically poor leads to poorer grades for homework," (AOR=10.376; P= <0.000). Most of the students who agreed with the statement, "sometimes I have gotten good grades in a course; it was due to the teachers' easy grading scheme" had higher odds of A grades vs C or lower (AOR=6.222; P=0.000). This implies that teachers' biased marking influence student learning. Although, the odds of students securing an A grade were statistically significantly lower if they disagreed with the statement that "My teachers always encourage my achievements" (AOR=0.370; P= 0.009) compared with those who agreed with this reasoning.

4.3 Impact of Teaching Strategies

Multinomial logistic regression results concerning impacts of teachings strategies on students' academic performance, after controlling for SES factors such as parent's education and monthly household income are presented in table 3. The analysis shows that teacher's teaching methodology predicts their students' achievement. Teaching strategies emerge as a particularly important factor in the teaching-learning process. Students who strongly disagreed that their teacher emphasizes memorizing or rote learning than promoting comprehension of concepts secured higher odds of A grades (AOR=4.824; p=0.002) compared with those who strongly agreed with this statement. The impact of different audiovisual aids was noticeable after controlling for other variables in the model, which strongly emphasizes the major role of teaching strategy during class. Students who strongly disagreed that their teacher uses different A.V aids (Audiovisual aids) or other teaching aids/devices had lower odds of securing "A grade vs C or lower" (AOR=0.370; P=0.009) compared to those who strongly agreed. However, The Medium of instruction has a significant impact on students' grades. Students who agreed that the medium of instruction is the barrier to their academic performance had statistically higher odds of securing "A grade vs C or lower (AOR=8.069; P<0.001).

Table 3: Multinomial logistic regression analysis of students' academic performance, the impact of students' perceptions about teacher's manner, teaching strategies, and socio-economic status

Students' perceptions about teacher and parent's socioeconomic status	Student grade A (vs. C or lower).				Student grade B (vs. C or lower).			
	AOR	P	95% Confidence Interval for AOR		AOR	p	95% Confidence Interval for AOR	
			Lower Bound	Upper Bound			Lower Bound	Upper Bound
Model 1[a]								
Total monthly household income								
Less than Rs. 15,000	0.354	0.011	0.159	0.790	6.292	0.000	3.452	11.468
Rs. 15,000-19,999	0.949	0.850	0.549	1.640	1.276	0.430	0.696	2.337
Rs. 20,000 or higher*								
Father's education								
No formal education/ primary	0.138	0.086	0.014	1.323	0.458	0.091	0.185	1.133
Middle	0.149	0.001	0.051	0.439	1.058	0.886	0.489	2.287
Completed 10 years	0.322	0.000	0.177	0.587	0.569	0.097	0.292	1.108
Grade 11 or above								
Mother's education.								
No formal education/ primary	0.000	0.076	0.000	0.000	0.453	0.020	0.232	0.885
Middle	0.099	0.035	0.012	0.847	1.001	0.998	0.445	2.251
Completed 10 years	0.360	0.004	0.178	0.728	2.137	0.004	1.278	3.576
Grade 11 or above								
Model 2 (after adjusting for variables in Model 1)								
I feel that my parents 'poor socioeconomic status is a barrier to my academic achievement.								
Strongly disagree	0.044	0.000	0.008	0.249	0.216	0.002	0.081	0.578
Disagree	0.469	0.070	0.206	1.064	0.479	0.043	0.235	0.977

About 50/50	0.607	0.358	0.209	1.761	0.453	0.070	0.192	1.066
Agree	1.001	0.999	0.371	2.702	0.861	0.728	0.371	2.001
Strongly agree*								
Model 3 (after adjusting for variables in Model 1)								
I have little interest in my studies because I am never encouraged (by family and friends)								
Strongly disagree	0.263	0.047	0.070	0.984	0.693	0.409	0.291	1.653
Disagree	1.136	0.738	0.537	2.405	0.937	0.838	0.502	1.749
About 50/50	1.612	0.167	0.820	3.170	1.231	0.447	0.721	2.103
Agree	2.142	0.081	0.912	5.035	0.917	0.818	0.438	1.919
Strongly agree*								
Teachers' Class-Room Manners								
Model 4 (after adjusting for variables in Model 1)								
I intentionally skip classes because my class teacher discourages student from participating in class discussion								
Strongly disagree	0.559	0.195	0.233	1.346	1.254	0.578	0.566	2.778
Disagree	0.235	0.007	0.081	0.679	0.617	0.278	0.258	1.476
About 50/50	0.772	0.571	0.316	1.889	1.145	0.736	0.521	2.516
Agree	1.086	0.851	0.460	2.563	1.958	0.087	0.908	4.220
Strongly agree*								
Model 5 (after adjusting for variables in Model 1)								
My teachers encourage students to engage Private tutors (after school) rather than explaining everything in regular classes.								
Strongly disagree	1.098	0.885	0.306	3.942	1.735	0.349	0.548	5.495
Disagree	1.669	0.310	0.621	4.489	2.267	0.093	0.873	5.887
About 50/50	1.062	0.905	0.397	2.841	2.570	0.039	1.048	6.302
Agree	1.089	0.844	0.468	2.534	2.668	0.015	1.207	5.899

Strongly agree*								
Model 6 (after adjusting for variables in Model 1)								
In the previous year, some of my class teachers did not come to class on time.								
Strongly disagree	4.639	0.001	1.951	11.033	1.448	0.357	0.659	3.181
Disagree	5.161	0.000	2.224	11.977	2.395	0.013	1.207	4.752
About 50/50	2.438	0.040	1.042	5.707	2.227	0.016	1.164	4.261
Agree	2.844	0.008	1.312	6.164	1.824	0.061	0.972	3.420
Strongly agree*								
Model 7 (after adjusting for variables in Model 1)								
In my experience, a teachers' perception that a specific student is economically poor leads to poorer grades for homework								
Strongly disagree	0.674	0.562	0.178	2.557	1.523	0.323	0.661	3.506
Disagree	10.376	0.000	4.394	24.503	4.159	0.000	2.013	8.594
About 50/50	2.144	0.120	0.819	5.613	1.181	0.666	0.554	2.518
Agree	1.592	0.198	0.785	3.230	1.302	0.367	0.733	2.313
Strongly agree*								
Model 8 (after adjusting for variables in Model 1)								
Sometimes I have gotten good grades in a course; it was due to the teachers' easy grading scheme.								
Strongly disagree	1.135	0.850	0.304	4.233	1.861	0.189	0.737	4.699
Disagree	1.300	0.471	0.637	2.655	0.924	0.769	0.544	1.569
About 50/50	1.787	0.198	0.738	4.323	0.470	0.026	0.241	0.915
Agree	6.222	0.000	2.341	16.535	1.326	0.533	0.545	3.225
Strongly agree*								
Model 9 (after adjusting for variables in Model 1)								
My teachers always encourage my achievements.								
Strongly disagree	0.370	0.009	0.175	0.784	0.958	0.889	0.522	1.758

Disagree	0.559	0.222	0.220	1.422	1.147	0.685	0.591	2.226
About 50/50	0.878	0.724	0.426	1.808	1.305	0.422	0.682	2.500
Agree	0.768	0.473	0.373	1.579	0.782	0.455	0.410	1.492
Strongly agree*								
Model 10 (after adjusting for variables in Model 1)								
My teachers are good facilitators.								
Strongly disagree	0.641	0.422	0.216	1.900	0.511	0.172	0.195	1.339
Disagree	0.446	0.051	0.198	1.003	0.660	0.240	0.330	1.320
About 50/50	1.230	0.578	0.592	2.556	1.217	0.554	0.635	2.335
Agree	2.685	0.131	0.744	9.687	0.754	0.638	0.233	2.442
Strongly agree*								
Teachers' Teaching Methodology								
Model 11 (after adjusting for variables in Model 1)								
Teachers emphasize on memorizing or rote learning (ratta) rather than promoting comprehension of concepts.								
Strongly disagree	4.824	0.002	1.781	13.065	2.583	0.045	1.022	6.531
Disagree	1.396	0.475	0.559	3.485	0.734	0.456	0.325	1.654
About 50/50	2.065	0.103	0.864	4.938	2.809	0.003	1.415	5.576
Agree	2.388	0.008	1.252	4.554	1.905	0.025	1.085	3.343
Strongly agree*								
Model 12 (after adjusting for variables in Model 1)								
My class teachers use various strategies, teaching aids/devices (e.g., Audiovisual aids) and techniques in presenting the lesson.								
Strongly disagree	0.370	0.009	0.175	0.784	0.958	0.889	0.522	1.758
Disagree	0.559	0.222	0.220	1.422	1.147	0.685	0.591	2.226
About 50/50	0.878	0.724	0.426	1.808	1.305	0.422	0.682	2.500
Agree	0.768	0.473	0.373	1.579	0.782	0.455	0.410	1.492
Strongly agree*								
Model 13 (after adjusting for variables in Model 1)								
The medium of instruction for most								

subjects is in English so I feel intimidated.								
Strongly disagree	2.292	0.175	0.691	7.604	2.674	0.019	1.177	6.076
Disagree	1.798	0.110	0.875	3.693	1.090	0.757	0.633	1.877
About 50/50	1.098	0.853	0.406	2.969	1.739	0.135	0.842	3.590
Agree	8.069	0.000	3.017	21.585	2.220	0.063	0.958	5.142
Strongly agree*								

Note: [a] indicates that the model included the independent variables reflecting parents' socio-economic status (Monthly household income, father's education, and mother's education).

Note: "*" indicates the reference category in the Multinomial logistic regression analysis. Abbreviations: AOR, Adjusted odds ratios

5. Discussion

Findings from this study show that most secondary school students had accommodating and kind relationships with teachers. Our results also indicate that positive interactions with teachers are instrumental in students' examination performance. A sense of kindness and cooperation from teachers motivate students to become more fascinated learners.

5.1 Teachers' Class-Room Manners

Secondary school students in this study had, for the most part, approving perceptions regarding their parents' socioeconomic status, teacher's manners, and teaching methodology. A significantly higher proportion of students who were encouraged during class and their teachers were willing to encourage their participation secured "A grades" (p<0.001). Students also perceived that their high performance was due to easy grading. Most of the students receiving "A grades" agreed (52.2%) or strongly agreed that "sometimes I have gotten good grades in a course; it was due to the teachers' easy grading scheme".

Students whose teachers did not come to class on time had significantly poor performance (p<0.000) as 52 percent strongly agreed and 34 percent agreed to the statement "in the previous year, some of my class teachers did not come to class on time," received C or lower grades. Thus, teachers' absenteeism seemed to negatively student's academic performance. Multinomial logistic regression was utilized to identify if a significant relationship existed with the statements regarding teachers' manners and teaching strategies after controlling for socioeconomic factors (parents' education and monthly household income). The findings from multinomial logistic regression indicate that students' academic achievement was statistically affected by teachers' manners and teaching strategies. These findings imply that students' achievement can be improved if teachers held favorable teaching practices.

5.2 Teachers' Instructional Practices and Classroom Climate

Results of our Multinomial logistic regression indicated that teachers' instructional practices, teachers marking criteria, teacher's encouragement, and teacher's behavior were important in rating student's

perception of classroom manners and teaching strategies. These findings specify that the performance of students in the examination was affected by the teacher's classroom manners and teaching strategies. The highest-rated perceptions were "My class teacher encourages students to participate in class discussion," "The medium of instruction for most subjects is in English, so I feel intimidated," "Teacher emphasizes on memorizing or rote learning rather than promoting comprehension of concepts," and "In my experience, a teacher' perception that a specific student is economically poor leads to poorer grades for homework (than if someone else were to hand it in)." The median rated perceptions were "My teachers are good facilitators," and "My teachers encourage students to engage private tutors (after school) rather than explaining everything in regular classes."

In the existing literature, dimensions of the classroom climate were surveyed about how students perceive their teacher's behavior during class. In this study, Galini and Efthymia (2009) suggest that students in class become more active and confident if teachers provide them opportunities to question during class, be open to their students and help them in determining a plan. Most of the secondary school students reported in another survey that teacher' classroom manners and feedback on homework affect their academic achievement (Núñez et al., 2015). They suggested that a classroom is a place where students spent most of their time, so it should be more interactive and more interesting to improve the quality of education. Other research studies also reported that teacher's classroom practices specifically, teachers' motivational strategies and positive attitude is important and significant to improve students' achievement because it enhances students' ability to work with confidence. The results from these studies showed that only a caring and secure classroom environment promote students' academic achievement. It assists students to work happily and achieve academic goals (MacSuga-Gage, & Simonsen, 2015; Gershenson, 2016; Araujo, Carneiro, Cruz-Aguayo, & Schady, 2016; Eugene, 2020; Havik, & Westergård, 2019).

5.3 Practical Implications

Finding from this current paper suggests future teacher training programs and workshops for teachers and administrators that may bring betterment in between teacher-student relationship problem. These problems concerned with students' academic performance must be tackled immediately. First, teachers should be provided with opportunities with the appropriate resources to update their knowledge from time to time. Secondly, teachers provided appropriate assistance to develop different strategies that will help them to understand student's needs and the diversity of their issues. Thirdly, awareness workshops can be provided in a year or so for teachers and students, to meet the attainable goals designed by the school head or administrators. Check and balance is essential for both educators and students. Effective teaching methods and classroom practice to be implemented to prevent a student's failure in the examination. The arrangement of staff training programs would help teachers plan various strategies to distinguish individual differences and in subject matter lesson planning. Lastly, the findings of this research study indicate there needs to be a balance between teacher-student relationships to increase students' progress and the nation's economic growth. This helps the researcher for more research to work on classroom manners and identifying variables that affect students' academic outcomes.

6. Study Limitations and Recommendations for Future Research

This study's findings should be viewed within its limitations. First, the study used a cross-sectional survey design and a limited sample of students in one city in Pakistan. A study with broader population coverage is desirable. Secondly, the student perceptions were self-reported not independently verifiable. For instance, a student stating the teacher came to call late which impacted their performance could not be verified. Thirdly, the study instrument focused on a limited number of factors, whereas many additional socioeconomic and cultural factors were not measured. These factors impact the generalization of this study. Regardless of these limitations, the current study adds a valuable piece of evidence for policy and practice of teaching and learning.

The current paper highlighted the importance of teacher classroom manners and teaching strategies, which influence students' success. The results of this survey suggest that these classroom manners and teaching strategies responsible for determining secondary school student's achievement; specifically, a significant relationship exists. Utilize students' score percentage in a specific subject as the independent variable, to determine the teacher effect on student's academic achievement. The specific subject percentage will provide a better representation of the students' academic achievement. Conduct a field study of teachers and students by designing a model of different domains for classroom practices. This may provide in-depth information that is more varied. Additionally, case studies usually provide information on various other specific elements (i.e., students' expectations, valence, and energy) of the teachers-students relationship, which might motivate students to become more interested in their goal or to avoid failure. Furthermore, future research could include another variable, such as peer influence, race, and teachers' self-efficacy. Finally, this study could be expanded by including school administrators. The administrators are supposed to design different workshops and training programs for teachers and have checks and balances for teachers.

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