



## Gender Differences in Interpersonal Behaviors of the Madaris and Public School Teachers in Pakistan

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### ABSTRACT

The student and teachers' interpersonal behaviours impact the success of ongoing classroom learning tasks. These interpersonal behaviours affect students' interest in class, self-efficacy, and academic achievements. Gender factors, institutional climate and the institution's social environment echo their teachers' interpersonal behaviours in the classroom. Therefore the current study explored the gender differences in the interpersonal behaviours of the Public school and Madaris teachers in Pakistan. The teachers in Public schools and Madaris in Punjab province were the population of the study. The sample of the study was conveniently selected 555 public school teachers and 421 Madaris teachers. The data was collected by an adapted Urdu version of the Questionnaire on teacher interaction (QTI). Mean results, ANOVA test and Post Hoc test results indicated that Pakistani male teachers in public schools and Madaris have high Admonishing behaviour compared to females. It is recommended that male teachers should reduce their admonishing interpersonal behaviour and understand the importance of interpersonal behaviours in the success of educational endeavours in their institutions.

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## 1. Introduction

The quality of the classroom environment, whether physical or non-physical, depends on the teacher and students' interactions and relationships (Wubbels, Brekelmans, den Brok, & Van Tartwijk, 2006). However, the teacher-student interactions and relationships appear reciprocal. How teachers and students interact is interdependent (Fisher, Fraser, & Cresswell, 1995). It is also conceivable that these teacher-student interpersonal behaviours and affinities differ in teacher-centred and student-centred educational systems (Yang, Huang, & Aldridge, 2002). Likewise, the conception of the ideal teacher and ideal students also can be a factor in these interpersonal behaviours and relationships. So the different social contexts of the classroom can also imbed different natures of classroom interaction and the teacher-student relationship. Hence, the current study investigated teacher-student interpersonal relationships in Pakistan's parallel education systems: the public school education and the Madaris education systems.

The teacher-student interactions in the classroom assist students in their educational endeavours to learn more than just cognitive ends (Li, 2021). Since the mid-80s, the emphasis has been increased on the social learning experience in the classroom. Both teachers and students receive and send personal communication cues in verbal and non-verbal ways to develop and sustain their certain personal working relationships at the school (Spivey, 1985). The sustained relationships shaped between teachers and students in the classroom by verbal and nonverbal communication are called interpersonal relationships or behaviours (Rawn & Vohs, 2006). Whereas the impact of a teacher on students' social, psychological, and academic development is more or less controlled or regulated by the nature of teacher-student interactions

or interpersonal relationships (Martin & Dowson, 2009). Much of the responsibility for effective teacher-student interpersonal behaviour is on the teacher (Spivey, 1985).

In this way, regardless of teaching strategy or method and classroom layout used, teacher-student interaction is a foundation for students' better learning in the classroom (Martin & Dowson, 2009). These interpersonal relationships have significant worth in students' eyes. If these relationships are positive, these supplement students' learning efforts (Parrott, 2021). Even researchers have identified the predictive role of these interpersonal teacher-student relationships in students' academic success and academic failures (Bosman, Roorda, van der Veen, & Koomen, 2018; Valiente, Parker, Swanson, Bradley, & Groh, 2019). Consequently, these interpersonal behaviours form the classroom climate to hinder or boost the effectiveness of even modern, effective teaching methods (Kyriakides, 2005).

Students can learn through the classroom environment and school climate, which depends on interpersonal relationships (Fraser, 2002). Teachers who establish leading, friendly, and helping behaviour with students can nurture ideal positive learning outcomes in students. On the other hand, if teachers have strict and dissatisfied relationships with students, it can result in students' poor academic performance (Fisher & Rickards, 1998). In this way, if the teacher dominates the classroom rather than submissiveness in class and cooperates with students rather than falling into conflict and opposition with students, it boosts cognitive, social, and emotional outcomes. At the same time, strict and dissatisfied relationships with students have been found a reason for students' poor academic performance (Fisher & Rickards, 1998).

The teacher-student interpersonal relationships can be a defining element of formal teacher evaluation systems. The different aspects of teacher-student interpersonal relations predict diverse teaching-related behaviours of teachers and students' emotional and school-related outcomes (Kyriakides, 2005). Likewise, Passini, Molinari, and Speltini (2015) affirmed the positive co-existence of Italian students' academic achievement and learning motivation with positive interpersonal behaviour such as guiding, being friendly, accommodating and responding. Whereas undesirable elements of interpersonal behaviours such as uncertainty, dissatisfaction, and admonishing decrease students' academic achievement and learning motivation. Likewise, the teacher imposing behaviour decreases students' academic achievement. Brekelmans, Wubbels, and Levy (1993) identified that different interpersonal behaviours explain up to 3.5 per cent variance in students' academic achievements. However, if these interpersonal behaviours are more inclined towards cooperation, students acquire more positive attitudes in their studies.

Teachers' dissatisfied, admonishing and uncertain behaviour patterns with students regress students' academic accomplishments (Goh and Fraser (1997). At the same time, strict behaviour does not cause any substantial increase or decrease in students' educational outcomes (Goh & Fraser, 1997). Undoubtedly, teacher-student interpersonal behaviours influence effective communication in the classroom, but these interpersonal relationships have gender differences (Frymier & Houser, 2000). In this regard, supportive learning classroom development depends on physical facilities provided in the classroom and the teacher.

### **1.1. Rationale of the Study**

Education is a challenge for the governments of developing and developed countries. When the masses become dissatisfied with the educational institutions of the state, they prefer non-state and private education institutions for their children's education (Tahir Andrabi, Das, & Khwaja, 2002; Tahir Andrabi, Das, Khwaja, & Tristan, 2005; Tahir Andrabi, Das, Khwaja, & Zajonc, 2008). There is an expansion of educational provisions in Pakistan in public, private and non-state madrasa setups. However, these institutions' philosophies, purposes, expectations, and clientele differ relatively.

These education sectors vary in their teachers' qualifications, education purposes, employability and financial structures (Tahir Andrabi et al., 2008; Malik, 2012). Most often, teachers in these three parallel streams of education in Pakistan are graduates of similar institutions they teach (Anjum, 2017; Malik, 2012). Expectedly, these differences are also reflected in teaching-learning environments (Malik, 2012). For these reasons, the current study compared the interpersonal behaviours between male and female teachers in public and madrasa institutions.

## 1.2. Objective of the study and Hypothesis

The objective of the study is to identify the gender differences in the interpersonal behavioural of the madrassa and public school teachers. The study has the following hypothesis:

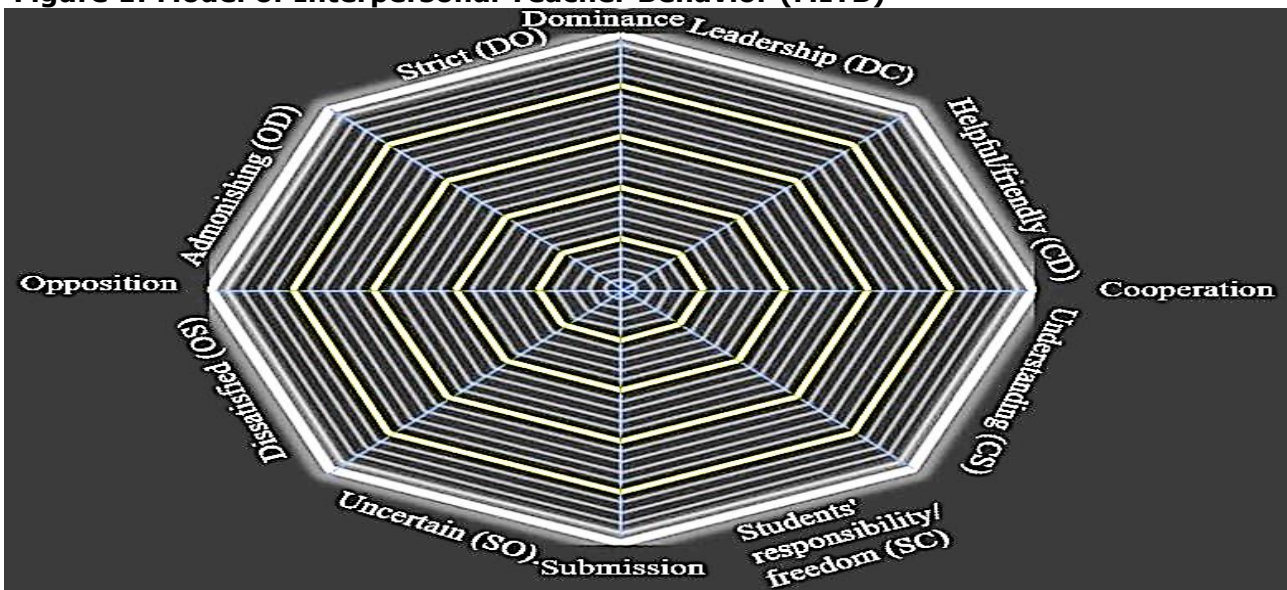
H<sub>1</sub>: There are gender differences in the interpersonal behaviours of the madrassa and public school teachers.

## 2. Theoretical Framework

Interpersonal behaviour is apparent, deliberate, moral or allegorical to fellow humans (Leary, 1957). It is critical in classroom learning because effective learning and teaching activities depend on teacher-student interpersonal behaviours (Li, 2021; Martin & Dowson, 2009). Leary (1957) highlighted interpersonal behaviour as a function of human anxiety and maladjustment, and interpersonal behaviour may be public, conscious, private, unexpressed and part of values (Leary, 1957). Based on the work of Leary (1957), Wubbels, Créton, Levy, and Hooymayers (1993) used a continuum of proximity (cooperation-opposition) and influence (dominance-opposition) dimensions of interpersonal behaviours. They constructed eight categories of teacher-student interpersonal behaviours in the classroom.

Wubbels et al. (1993) communicated possible interpersonal behaviour patterns of teachers with a single word (Rickards, den Brok, & Fisher, 2003). In the Wubbels et al. (1993) model, the two dimensions of proximity and influence have two ends. Proximity has cooperation and opposition ends, while influence has dominance and opposition poles. These four poles of two dimensions of the interpersonal model of classroom interpersonal behaviour (Wubbels et al., 1993) multiply to produce eight possible interpersonal situations. Each situation combines proximity and influence interaction (Figure 1).

**Figure 1: Model of Interpersonal Teacher Behavior (MITB)**



The possible interpersonal behaviour patterns are DC = Leadership (High Dominance-Low cooperation), CD = Helpful/friendly (High Cooperation-Low Dominance), CS = Understanding (High Cooperation-Low Submission), and SC = Students' responsibility/freedom (High Submission-Low cooperation). These four patterns of interpersonal behaviours are most likely to produce positive and helpful learning environments in the classroom and potentially induce higher academic achievements (Brekelmans et al., 1993). The interaction of the opposite end of cooperation with influence (dominance and submission leads to four patterns; such as DO = Strict (High dominance-Low opposition), OD = Admonishing (High Opposition-Low Dominance), OS = Dissatisfied (High Opposition-Low Submission), and SO = uncertain (High Submission -Low Opposition). The evidence indicates that uncertain and dissatisfied interpersonal behaviours negatively affect students' academic achievements (Brekelmans et al., 1993).

### **3. Research Design**

#### **3.1. Research Method**

The researchers followed the positivists' approach and chose a survey research design to address the problem of the study (Creswell, 2019). The survey research design assisted the researchers in exploring the main interpersonal behaviours of teachers in Madaris and public schools. The researchers personally visited Madaris and public schools to collect data from the male and female teachers in Madaris and public schools.

#### **3.2. Population and Sampling**

The population of the study were male and female madaris and public school teachers in Punjab. The principle of whoever is available and volunteered was applied, and researchers selected 976 Madaris and public school teachers through convenient sampling. Among these teachers, 555 (298 = Male, 257 = Female) were Public school teachers, and 421 (241 = Male, 180 = Female) were from Madaris.

#### **3.3. Data Collection**

An adapted Urdu Translated version of the Questionnaire on teacher interaction (QTI) developed by Fisher et al. (1995) was the measurement instrument in this study. The original QTI consisted of 48 statements that needed to be responded to on a five-point scale ranging from never = 0 to Always = 4. The 48 statements in the Questionnaire measured 08 interpersonal behaviours Leadership (DC), Helpful/friendly (CD), Understanding (CS), Students' responsibility/freedom (SC), Strict (DO), Admonishing (OD), Dissatisfied (OS), and Uncertain (SO).

#### **3.4. Data Analysis**

The responses were entered into SPSS software. SPSS calculated the mean for each possible pattern of behaviour in descriptive statistics analysis. The mean scores for interpersonal behaviours of Leadership (DC), Helpful/friendly (CD), Understanding (CS), Students' responsibility/freedom (SC), Strict (DO), Admonishing (OD), Dissatisfied (OS), and uncertain (SO) were calculated for male madaris, female madaris, male public school and female public school teachers. The researchers used ANOVA to affirm the evident and apparent mean differences in scores across groups to identify the significant differences in particular interpersonal behaviour. Furthermore, the substantial differences in groups that contributed to significant ANOVA tests were determined by LSD Post Hoc test.

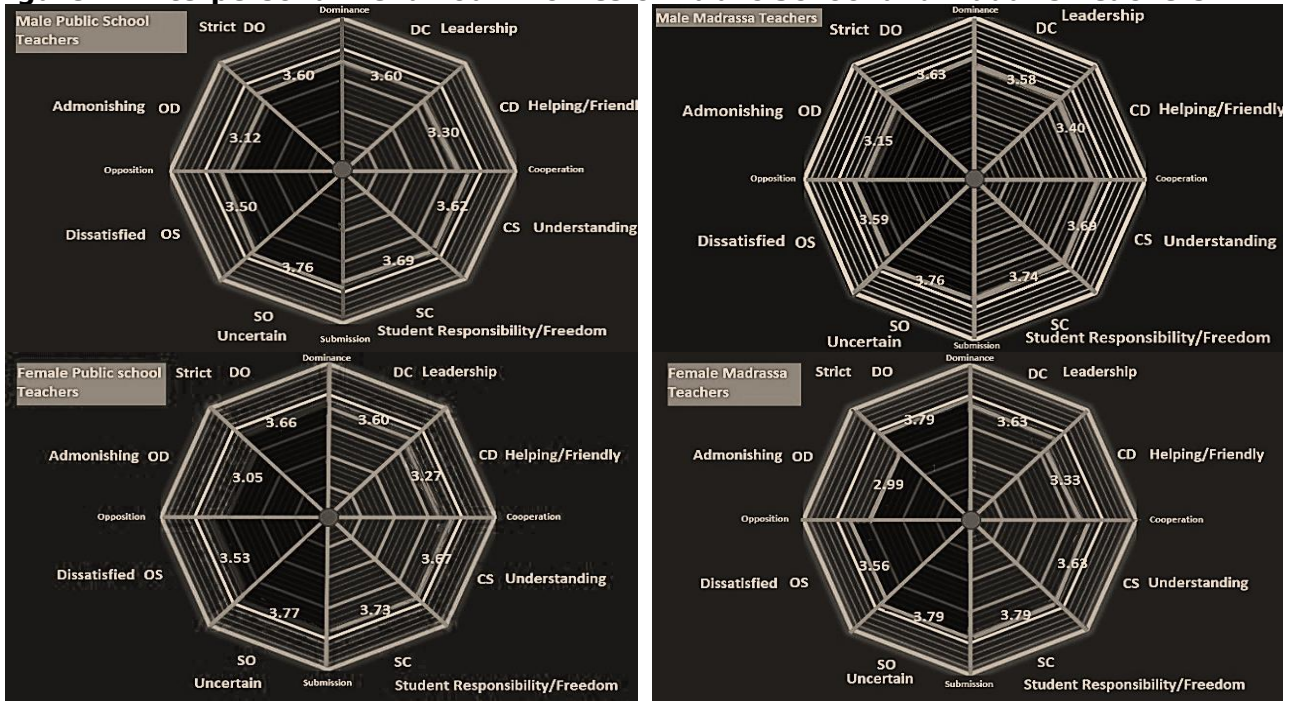
### **4. Results**

Table 1 and Figure 2 show the mean, standard deviation, standard error, and upper and lower mean bound at a 95% confidence interval. The factor of gender seems to contribute to some differences in different interpersonal behaviours of madaris and public school teachers. The interpersonal behaviour profiles of male and female teachers in Madaris and public schools are depicted in Figure 2.

The male and female public school and Madaris teachers' mean scores in leadership interpersonal behaviour do not vary too much (Table 1). Leadership interpersonal behaviour is interpreted as high dominance and low cooperation in interpersonal communication. Female madrasa teachers have been reported to exhibit the highest mean (3.63) in leadership interpersonal behaviour compared to the lowest mean of male madrasa teachers (3.58). The mean leadership interpersonal behaviour of female and male public schools is almost similar (3.60) but lower than female madaris teachers and higher than male madaris teachers. Consequently, ANOVA results (Table 2) indicated that the differences in leadership interpersonal behaviour among male madaris teachers, female madaris teachers, male public school teachers and female public school teachers are not significantly different ( $F(3, 972) = 1.093, p = 0.351$ ). In this way, the gender differences in leadership interpersonal behaviour because of gender in madaris and public schools seem insignificant.

Likewise, the presence and intensity of helping/friendly interpersonal behaviour in male and female teachers in Madaris and public schools are shown in Table 1. The female public school teachers have the lowest mean (3.27) than male public school teachers (3.30), female madaris teachers (3.33) and male madaris teachers (3.40). It means that madaris teachers appear more friendly than public school teachers. In contrast, female public school teachers seem less helpful and friendly than male public school teachers, female and male madaris teachers.

**Figure 2: Interpersonal Behaviour Profiles of Public School and Madaris Teachers**



**Table 1: Gender-based Interpersonal Behaviour Differences between Public School and Madaris Teachers**

	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		
					L. B.	U. B.	
<b>DC Leadership</b>	Male Madaris	241	3.58	0.31	0.02	3.54	3.61
	Male Public School	298	3.60	0.32	0.02	3.56	3.63
	Female Madaris	180	3.63	0.32	0.02	3.58	3.68
	Female Public schools	257	3.60	0.31	0.02	3.57	3.64
	Total	976	3.60	0.31	0.01	3.58	3.62
<b>CD Helping /Friendly</b>	Male Madaris	241	3.40	0.77	0.05	3.30	3.49
	Male Public School	298	3.30	0.78	0.05	3.21	3.39
	Female Madaris	180	3.33	0.75	0.06	3.22	3.44
	Female Public schools	257	3.27	0.76	0.05	3.18	3.36
	Total	976	3.32	0.77	0.02	3.27	3.37
<b>CS Understanding</b>	Male Madaris	241	3.69	0.42	0.03	3.63	3.74
	Male Public School	298	3.62	0.46	0.03	3.57	3.67
	Female Madaris	180	3.63	0.48	0.04	3.56	3.70
	Female Public schools	257	3.67	0.44	0.03	3.62	3.73
	Total	976	3.65	0.45	0.01	3.62	3.68
<b>SC Student responsibility/ freedom</b>	Male Madaris	241	3.74	0.77	0.05	3.64	3.83
	Male Public School	298	3.69	0.84	0.05	3.59	3.78
	Female Madaris	180	3.79	0.77	0.06	3.68	3.91
	Female Public schools	257	3.73	0.76	0.05	3.63	3.82
	Total	976	3.73	0.79	0.03	3.68	3.78
<b>SO Uncertain</b>	Male Madaris	241	3.76	0.34	0.02	3.72	3.81
	Male Public School	298	3.76	0.34	0.02	3.72	3.80
	Female Madaris	180	3.79	0.32	0.02	3.75	3.84
	Female Public schools	257	3.77	0.32	0.02	3.73	3.81
	Total	976	3.77	0.33	0.01	3.75	3.79
<b>OS Dissatisfied</b>	Male Madaris	241	3.59	0.74	0.05	3.50	3.68
	Male Public School	298	3.50	0.78	0.05	3.41	3.59
	Female Madaris	180	3.56	0.71	0.05	3.46	3.66
	Female Public schools	257	3.53	0.70	0.04	3.45	3.62
	Total	976	3.54	0.74	0.02	3.49	3.59
<b>OD Admonishing</b>	Male Madaris	241	3.15	0.54	0.04	3.08	3.22
	Male Public School	298	3.12	0.52	0.03	3.06	3.18
	Female Madaris	180	2.99	0.55	0.04	2.91	3.07
	Female Public schools	257	3.05	0.54	0.03	2.98	3.11
	Total	976	3.08	0.54	0.02	3.05	3.12

<b>DO Strict</b>	Male Madaris	241	3.63	0.85	0.06	3.52	3.73
	Male Public School	298	3.60	0.93	0.05	3.49	3.70
	Female Madaris	180	3.79	0.85	0.06	3.66	3.91
	Female Public schools	257	3.66	0.82	0.05	3.56	3.76
	Total	976	3.66	0.87	0.03	3.60	3.71

However, the ANOVA results (Table 2) showed that although these differences exist, they are not significant ( $F(3, 972) = 1.251, p = 0.29$ ). In this way, the gender differences in helping and friendly interpersonal behaviour across male and female teachers in madaris and public schools seem insignificant.

Similarly, the understanding behaviour that entails high cooperation and low submission showed differences in descriptive data analysis. The male madaris teachers reported the highest mean understanding interpersonal behaviour (3.69) that involves high cooperation with students and low submission to students as compared to female madaris teachers (3.63), male public school teachers (3.62) and female public school teachers (3.67). Whereas the ANOVA (Table 2) results showed that interpersonal behaviour of understanding does not vary significantly in male and female teachers of the madaris and public schools ( $F(3, 972) = 1.33, p = 0.263$ ).

**Table 2: ANOVA: Gender-based Interpersonal Behaviour Differences between Public School and Madaris Teachers**

		Sum of Squares	df	Mean Square	F	Sig.
<b>DC Leadership</b>	Between Groups	0.32	3	0.107	1.093	0.351
	Within Groups	94.962	972	0.098		
	Total	95.282	975			
<b>CD Helping/friendly</b>	Between Groups	2.206	3	0.735	1.251	0.29
	Within Groups	571.487	972	0.588		
	Total	573.694	975			
<b>CS Understanding</b>	Between Groups	0.803	3	0.268	1.33	0.263
	Within Groups	195.672	972	0.201		
	Total	196.475	975			
<b>SC Student responsibility/freedom</b>	Between Groups	1.287	3	0.429	0.692	0.557
	Within Groups	602.894	972	0.62		
	Total	604.181	975			
<b>SO Uncertain</b>	Between Groups	0.132	3	0.044	0.4	0.753
	Within Groups	106.583	972	0.11		
	Total	106.715	975			
<b>OS Dissatisfied</b>	Between Groups	1.234	3	0.411	0.757	0.518
	Within Groups	528.306	972	0.544		
	Total	529.54	975			
<b>OD Admonishing</b>	Between Groups	3.427	3	1.142	3.943	0.008
	Within Groups	281.627	972	0.29		
	Total	285.055	975			
<b>DO Strict</b>	Between Groups	4.377	3	1.459	1.927	0.124
	Within Groups	736.078	972	0.757		
	Total	740.456	975			

The fourth interpersonal behaviour on cooperation dimensions, 'student responsibility/freedom', shows mean differences. Female teachers in madaris and public schools seem inclined to assign responsibility to students and allow freedom in the classroom than male teachers in these institutions (Table 1). The female madaris teachers reported a higher mean score (3.79) in assigning responsibility to students and allowing them freedom in the classroom than male madaris teachers (3.74), male public school teachers (3.69), and female public school teachers (3.73). However, ANOVA results (Table 2) showed that these mean differences in assigning responsibility to students and allowing them freedom in the classroom do not vary significantly in teachers' groups ( $F(3, 972) = 0.692, p = 0.557$ ).

Regarding uncertain interpersonal behaviours, the male teachers of the madaris and public schools look to have lower mean scores in uncertain interpersonal behaviour than female teachers of the madaris and public schools. The female teachers of madaris have the highest mean interpersonal behaviour (3.79) as compared to female teachers in public schools (3.77), male teachers in madaris (3.76) and male teachers in public schools (3.76) (Table 1). The ANOVA test results (Table 2) showed that these differences in uncertain interpersonal behaviour among

male madaris teachers, female madaris teachers, male public school teachers and female public school teachers are not significant ( $F(3, 972) = 0.4, p = 0.753$ ).

In the case of dissatisfied interpersonal behaviour, the descriptive statistical results show differences (Table 1). The male public school teachers appeared less dissatisfied with their students (3.50) as compared to male madaris teachers (3.59), female public school teachers (3.53) and female madaris teachers (3.56). The descriptive statistics showed that public school teachers exhibit less dissatisfaction than madaris teachers. An ANOVA test proved that these mean differences in dissatisfied interpersonal behaviour were insignificant among these four groups of teachers ( $F(3, 972) = 0.757, p = 0.518$ ) (Table 2).

The Admonishing interpersonal behaviour appears less intense in male and female teachers of the madaris and public schools. Female madaris teachers have the lowest mean in admonishing interpersonal behaviour in the classroom (2.99), as compared to female public school teachers (3.05), male public school teachers (3.12), and male madaris teachers (3.15). At the same time, the ANOVA results led to the conclusion that these differences in admonishing interpersonal behaviour among four groups of teachers are significant ( $F(3, 972) = 3.943, p = 0.008$ ) (Table 2). It means that male and female teachers in madaris and public schools show significant differences in an exhibition of admonishing interpersonal behaviour in the classroom.

Furthermore, LSD Post Hoc test results affirmed that although male public schools and madaris teachers display admonishing behaviour in their classrooms, they are not significantly different. However, male madaris teachers have substantially higher admonishing behaviour than female public school teachers and female madaris teachers (Table 3). Male public school teachers also do not have significantly higher admonishing behaviour than female public school teachers, compared to significantly higher admonishing interpersonal behaviour than female madaris teachers. The female teachers in madaris and public schools have insignificant differences in mean admonishing interpersonal behaviour.

**Table 3: Post Hoc Tests: Gender-based Interpersonal Behaviour Differences between Public School and Madaris Teachers**

Dependent Variable	(I) GI	(J) GI	Mean Difference (I-J)	Std. Error	Sig.
<b>OD Admonishing</b>	Male Madaris	Male Public School	0.04	0.05	0.446
		Female Madaris	.16186*	0.05	0.002
		Female Public schools	.10813*	0.05	0.025
	Male Public School	Male Madaris	-0.04	0.05	0.446
		Female Madaris	.12634*	0.05	0.013
		Female Public schools	0.07	0.05	0.113
	Female Madaris	Male Madaris	-.16186*	0.05	0.002
		Male Public School	-.12634*	0.05	0.013
		Female Public schools	-0.05	0.05	0.305
	Female Public schools	Male Madaris	-.10813*	0.05	0.025
		Male Public School	-0.07	0.05	0.113
		Female Madaris	0.05	0.05	0.305

\* The mean difference is significant at the 0.05 level.

Strict interpersonal behaviour was reported at a higher level in their classrooms by female madaris teachers (3.79) as compared to female public school teachers (3.66), male madaris teachers (3.63) and male public school teachers (3.60). The female teachers reported being stricter than male teachers in public schools and madaris (Table 1). Later, the ANOVA results revealed that male and female teachers in public schools and madaris have insignificant differences in their exhibition of strict interpersonal behaviour in their classrooms ( $F(3, 972) = 1.927, p = 0.124$ ) (Table 2).

## 5. Discussion

The study's results revealed that gender factors could be critical in an exhibition of teachers' interpersonal behaviours in classrooms in Pakistani Madaris and Public schools. Although, the seven interpersonal behaviours in the model showed insignificant gender

differences except for the admonishing interpersonal behaviour. The admonishing interpersonal behaviour is significantly higher in male teachers than in female teachers in public schools and madaris. The female teachers in madaris and public schools did not differ considerably in their admonishing behaviour.

The results of this study affirmed the prior finding that gender is the factor that can affect teachers' interpersonal behaviour in the classroom. Van Petegem, Creemers, Rossel, and Aelterman (2005) found that male teachers tend to be more on the opposition pole of proximity than cooperation. For this reason, male teachers have higher scores in admonishing behaviour.

Furthermore, the interpersonal behaviour of uncertain, dissatisfied, admonishing and strict can decrease the probability of sustaining positive attitudes in students towards their studies (Brekelmans et al., 1993; den Brok, Fisher, & Koul, 2005; Rawnsley, 1997). Shukla, Kuril, and Chand (2020) considered admonishing behaviour as negative teacher interpersonal behaviour, which lowers students' self-efficacy. Whereas self-efficacy significantly predicts students' academic achievements and positive learning attitudes (Hayat, Shateri, Amini, & Shokrpour, 2020).

Hence, male teachers should review their interpersonal behaviours in schools. They should decrease these self-reported interpersonal behaviours so that students' achievements and interest in classroom learning may be developed and sustained (Brekelmans et al., 1993). Furthermore, male and female teachers in Pakistan in madaris and public schools have a higher level of dissatisfied interpersonal behaviour. It is also a negative interpersonal behaviour, negatively impacting the students' self-efficacy and mastery goal orientation (Shukla et al., 2020). Furthermore, interpersonal behaviour of admonishing and dissatisfaction can lower students' positive feelings towards their teachers, and students may lose interest in learning in class and be distracted from their studies (Lewis, Romi, Katz, & Qui, 2008).

Rawnsley (1997) found that leadership, helping/friendliness, and understanding interpersonal behaviours have stronger positive associations than student responsibility/freedom interpersonal behaviours with students' positive learning attitudes and cognitive gains. Whereas the interpersonal behaviours of uncertain, dissatisfied, and admonishing have a stronger negative association than strict interpersonal behaviour with students' attitudes to class and cognitive achievements.

Likewise, Evans (1998) and Telli, den Brok, and Cakiroglu (2008) identified different interpersonal behaviours' negative and positive impacts on students' academic behaviour and outcomes. Evans (1998) found a negative association of strict, admonishing, uncertain and dissatisfied interpersonal behaviour with students' science enquiry skills compared to leadership, helping /friendly, understanding and student responsibility and freedom behaviour, which are positively associated with science enquiry skills. Furthermore, Telli et al. (2008) found that teachers' interpersonal behaviours of admonishing, strict, dissatisfied and uncertain decrease students' scientific enquiry attitude, science career aspirations, enjoyment and leisure interest.

Maulana, Opdenakker, den Brok, and Bosker (2011) found the interrelationships between teachers' interpersonal behaviour and students' learning motivation. They found the influence dimension of interpersonal behaviour to be more strongly related to student motivation than proximity.

The admonishing behaviour that involves anger, irritation, and punishment is also reflected in our society's behaviour towards punishment in schools and madaris (Abbas, 2022; Ashbridge & Khan, 2020; Safdar, 2015). Furthermore, while assessing anything from teachers' scores on leadership, helping friendly, understanding and student freedom, it is a convention that teachers usually rate themselves higher on these scales (Maulana et al., 2011).

## **6. Conclusion**

The male and female teachers in Pakistani madaris and public schools have reported higher levels of leadership, helpfulness/friendliness, understanding and student freedom. On the other hand, they also reported equally almost the same levels of strict, admonishing, uncertain, and dissatisfied behaviour. The literature indicates that ideal teachers should have comparatively high leadership, understanding and helpful/friendly behaviours and relatively low admonishing



and dissatisfied, uncertain behaviour to ensure students' positive attitude to the class and learning achievements.

Furthermore, the male and female teachers seem to have almost the same levels of leadership, helping, friendly, understanding and assigning student responsibility. These behaviours are positively related to students' academic achievements and learning outcomes. On the other hand, strict, admonishing, uncertain and dissatisfied behaviours reflect the traditional teacher-centred philosophy of teachers. These are negatively associated with students learning. The female teachers in madaris and public schools exhibit significantly less admonishing behaviour. However, male teachers should reduce their admonishing behaviour in Pakistani public schools and madaris because these negative behaviours negatively and adversely impact students' self-efficacy and academic achievements. Moreover, a higher admonishing behaviour in teachers may be an output of their conception of an ideal teacher, and this discrepancy may be anchored in what teachers perceive as characteristics of good teachers.

### 6.1. Recommendations

The teachers in public schools and Madaris should be made aware of the consequences of different interpersonal behaviours on students' attitudes to study and their academic behaviour and achievements. The training sessions and workshops should be arranged for teachers to assist them in showing and having academically positive interpersonal behaviours.

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