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Relationship of Teaching Habits with Classroom Learning Environment

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***Abstract*:** This study aimed to investigate 'Impact of Teaching Habits on Classroom Learning Environment' that whether there was a significant relationship between Impact of teaching habits and independent variable such as gender, level and Learning Environment. To find the in-depth results of the problem, the study undertakes the objectives and research questions on Gender, Level and classroom learning Environment. The review of related literature highlighted the importance of Teaching Habits of school teachers and its comparative analyses. The population of the study is all of the students of Bajaur area schools. A stratified random sampling method was used to gather quantitative data. The researcher distributed questionnaire built on Likert's Scale i.e. for public as well as Private sector Teachers. Moreover, the researcher selected 150 students from public sector and 150 from Private sector students through simple random sampling technique male and female. The researchers collected 300 questionnaires. The results showed insignificant association found between gender, level and classroom learning environment.

Key words: Teaching habits, Learning environment, Evidence based literacy, Curricula

1. Introduction

There is strong interest at Khyber Pakhtunkhwa in fostering an environment that is supportive of all of the faculty, staff, and students. This study's objectives were to uncover common assumptions about content-area literacy held by educators and assess whether or not these assumptions have an impact on how disciplinary instructors implement content-area teachers' habits in their classrooms. Generalizing this idea to the nation's total literacy rate and the significant impact it has on children's schooling one would wonder what exactly the subject matter teachers who continue to oppose including evidence-based literacy strategy education in their curricula are protecting. The main aim of student skill about critical thinking advancement has been generally described by the research workers and strengthened by endorsing factors in the educational accommodations. At the overall glance of the problem explain that the aspirant who have been enthusiastically busy into perilous thinking practices ,the high school students are more advance than the college students and university aspirants they are much evener and interrelated to working environment subsequently . That thought is supported by the theories of students' engagement which prescribes the socio academic contact of the aspirant to their respective education faculties. The great prospect to illustration of their perseverance learning environment exertion. (Jacobson, 2014).

It is to be investigated that how teachers' respond how they manage and how they execute in education as well as with the intimation with these reforms for teachers' teaching and learning process in the field of education. From the report of the many interviews in different field over three years then the major reform were establish that

introduces national testing and grading techniques. When teachers practices new requirements they act how to relate it before its using. By the Research on John Dewey's (1922) work, Every aspirant consider teachers communication on the daily bases practices as their expressions or the way of teaching and habits or character to act while in reforms of approaching .Habits of teachers during teaching is bot individual as well as institutional respond regarding subject centered as well as in school practice. The classification of educational view-points are used for measuring the teachers habits as cooperative level to clear that teaching can be get as the habits transmission and develop the skill to manage the time for specific topic. Teachers continue with their daily routine practices, they instantly transform their teaching habit with the relation of new requirements in a resumes process. The education philosophies relates the teaching habits to the classroom learning environment and to show that how to teachers transforms their habits with the manageable time. In the amalgamation reforms the teaching practices requires modernize and alteration of teachers habits in order to functional the new necessities. As teachers are busy in daily wise activities that are practicing in the classroom learning environment they continuously transmute their habits in teaching process to necessitate process daily routine wise. Meanwhile the acceptable form of improvement may bring into line great or less with a teachers habits during teaching process. The modifying process the teachers changing its method of teaching continuously.

It is in this context that we were asked by the Undergraduate aspirants of education consider is the way of questioning and answering at the relevant issue of assortment that could be co relate with contemporary course of assessment . The educational institute of assessment maintains the deep rooted assessment system used by many courses in all educational institutes. Our chore was to indicate that by which process we exploit the competencies of the system to gain the schematic assessment of the classroom learning environment. In order to do this, we formed the questionnaire and collected the data from aspirants. The reality of the research on content area many tactics is expanded and authentic. By which findings prove beyond a shadow of a doubt that teaching literacy strategies in subject-matter schools is effective at instilling good learning habits. In actuality, it is the most effective strategy for reducing students' anxiety about the course material and learning environment. Despite the data, there is still a rapidly growing reading deficit in schools system of district Bajaur.

1.2 Objectives of the Study

a) To assess teaching habits of primary school teachers.
b) To assess classroom learning environment.
c) To find relationship between teaching habits and classroom learning environment.
d) To find relationship between teaching habits and classroom learning environment gender wise.

1.3 Research Questions

a) What is the level of teaching habits of primary school teachers?
b) How do teachers perceive classroom learning environment?
c) Is there any relationship existing between teaching habits and classroom environment?
d) What is the gender comparison of relationship between teaching habits and classroom environment?

2. Literature Review

2.1 Learning Theories and Habits

The concept of teaching habits of the teachers that affect the child behaviors that arisen from the field of psychology research of education. These ideas necessitate that the habits are those acts that may applicably use without meticulous notices, required some emotional activities that was not previously yield on. (Gardner, 1983). Habits illustrated as the virtually acting or activated without deliberation that provide mind set for problem covering rather there is no reminisce a specific type of thinking that can be used. A habits of mind means a disposition that are skillfully and mindfully practiced efficacious Before someone can successfully complete a task that has been assigned almost calmly (Costa & Kallick, 2000). For the purpose of elucidating the factual background of mental habits, habits were further connected to the research on learning and its effects on the learning environment in the classroom. Costa & Kallick (2000) clarified this definition of habits as a collection of mental behavioral patterns that could result in the presentation of fruitful behavior, contradicting Perkins' (2000) explanation that habits are characterized by inflexible contextual cuing of behaviors. They made an, Costa & Kallick (2009) present 16 behaviors that could give students the tools they need to learn more both inside and outside of the classroom.

Solving issues, dealing with unfamiliar situations, and facing uncertainty head-on are a few of the stated principles. Numerous classrooms have implemented various teaching techniques, which encourages reflection and adjustment among students and prepares them for future scenarios. in the classroom (Costa & Kallick, 2000; Costa & Kallick, 2009). Another aspect of the idea that can be found in the multiple intelligence theory relates to the use of linguistic and logical examples of intelligence assessments based on cognitive analysis and brain damage, and it specifies several kinds of abilities. Gardner (1983) put out this hypothesis, which makes it evident that intelligence should be described using eight specific signals and a wide range of terms. (i.e. that manifest multiple intelligences or a brain receive a stimulus as encrypting), that propagate the seven types of aptitude .Censuring this theory for may misconception, that was instance co relate with the other theories of the psychological process that emphasized the theories of whole mindedness and creating the tactics of contemporary advancement in the psychological field of neurosciences (Groff, 2013). The primary points of a new idea are that intelligence should be connected to particular learning domains and classroom settings rather than being restricted to other domain types that are not divided with other domains. Additionally, it was stated that the classroom's learning theory tended to confuse and classify each student as a particular type of learner by combining development and learning styles (Groff, 2013).

2.2 Student Engagement in the Classroom Learning Environment and Role of the Teacher

The expanse area of student engagement t in learning environment in the classroom that relationship between students' involvement and academic performance. One of those theories, the student engagement theory, As its highest level that account the students physical and psychological energies and experiences, relates to the level of further involvement of student into educational process (Astin, 1999). The theory make an appearance from three other concepts, such as the subject centered theory which postulates potentiality , the assets of theory oblige by administrators, and the individualized-eclectic theory abstract by research demonstrators, and provided the means to gauge the conviction of the aspirants' motivation and set of specific behaviors according to the learning environment. The above research also postulate that the student engagement theory access to make a shift from lower to universal higher education, where the skills of non-traditional student (i.e. those students who acting part in student learning programs or students who did not receive a standard school) are full scale evaluated.

Critical thinking explained one of the concept under the student engagement and learning environment theory, while that concept their self was debated even in previous discussion. In work of McPeck (1984) assert that critical thinking requires complete adjunction proficiencies , which means the analysis of reasoning skill and argumentative based are not valid to the critical stimuli. (Hammer & Green, 2011). The problem related to critical thinking that is a skill in the learning curriculum was explained by Willingham (2008), who described the cognition that is core of education and other activities of the life, the definition of cognition in education was explored by Willingham that it is a developing of thinking, knowledge and critical thinking. And critical thinking cannot be gauged illogical, scattered and in non-serious way.

2.3 Role of The Teacher as Motivational And Functional for The Classroom

In (1993) Fullan described that by unpracticed trainees create the educational change in the form of instability as to the students as well as teachers. Further he claimed that by external and internal processes make a sense for those who concern to the classroom learning environment. Again in (2010) Fullan proposed the four chauffeurs Fullan (2010) proposes four chauffeurs that are cru that play the important role and create maintainable environment such as fundamental improvement, constructive improvement , group work with associates . He explain the central issue that in centered the stamina of the teachers and students as the struggling driving force , supporting by the purpose of alteration by which the aspirants or students can motivates . In the environmental education the penalties is not for the teaching sovereignty that illustrate the teachers defense

2.4 Teaching Habits in Educational Reforms

Dewey's rationalist, his conception about teaching habits of the teachers can develop a skill how to understand their aspirants and how to respond in different methods that clears the idea of the students. The main intention to create the fair minded with impartial evaluation and make the basic for studying the scope of the education by which necessitates the tangible syllabi to upgrade the students' accomplishment. (Skolverket 2013).

The main posture in the rationalist empathetic at the field of the concept of teaching habits that interlaces together with cognition, sentiments and achievement (Garrison 2002),Which create the complex situation into simpler and make the concept understand by the students at the classroom learning environment .

2.5 Teacher Attitudes and Beliefs for Classroom Learning Environment

According to the article in reading process the Teacher for environment, "All teachers bring some amount of views that influence their ability to make key decisions to the classroom, according to decades of research on the relationship between teachers' theoretical beliefs and their actions."(Squires & Bliss, 2004, p. 756). Freedman and Carver, "It is now well known that teachers' sincerely held views and values contribute to drive their teaching practices," the authors write after evaluating a number of studies." (2007, p. 656). Hall conclude that it is possible that teachers' content-area opinions on what to teach and how to teach strongly reflect their worldviews.(2005, p. 404). Hall detailed, "Although teachers may possess a variety of different types and levels of knowledge, their beliefs are more likely to guide their behaviour in the classroom." (2005, p.405). In spite of their pre-service, in service training, teachers' non diverse information their professional behavior and perform it into their habits. As reported by Nourie and Lenski, "One of the key determinants of secondary students' reading proficiency and reading practise may be the teachers' perspectives on content-area literacy." (1998, p. 372).

2.6 Roles and Responsibilities of Teachers for their Aspirants

The responsible teachers that impacts more of literacy tactics that is related to gaining function and duty that assigned for teachers. As stated by Spencer and her co-workers of andragogy Education professionals "perceive literacy to be a relatively low priority and/or the task of English teachers" (2008, p. 1). The responsibility for teaching reading and writing sometimes appears to belong to no one in particular, according to Heller and Greenleaf at the andragogy level. Instead, instructors have typically been viewed as experts in the academic subject areas, with content being seen as wholly unrelated to abilities (2007,p. 15). Alger reported that, "At andragogy level the teachers should a glance of bird eye to focus of transmission the thing by which they create the learning to reading environment at higher level like secondary school level .(2007, p. 621). Park and Osborne stated that "secondary teachers expect Journal of Instructional Pedagogies students to have the reading abilities necessary to read in the content areas, and they perceive their primary function to be the preparation of students in their subject area" (2006, p. 41). Her study on teachers attitude , Hall build that teachers held the belief that "content area teachers either cannot or should not teach reading" (2005, p. 406).

2.7 Deficiency of Confidence in Teaching Learning Environment

Teachers also describes that the teachers are not acceptably trained to integrate the learning techniques and expertise of training to their instructive application. While The Education Trust report (2004) stated that in the large field of teaching, "greater focus should be paid to boosting teacher effectiveness", great number of subject matter for the teachers who teaching ; describe considering as taken aback to integrate the teaching techniques for the curriculum and classroom learning environment.

2.8 Impact of Positive Emotion in Classroom Learning Environment

Regarding the beliefs of students that they compete in classrooms and their general goals students that is effective on the engagement of learning process in the classroom with their ability. (Ames, 1992; cite by Garcia & Pintrich, 1994). It would be due to the firm relationship amid effects and emotions and individual targets are agreed upon by many researchers (e.g. Buck, 1999; Lazarus, 1991; Power & Dalgleish, 1997; Mandler, 1989; cite by Hannula, 2002). When a learner is busy during solving the problem of math, he is likely to be constantly reviewing the circumstances for the individual objectives. In 2002, Hannula relates diagnosis represents emotion: when there is a goal of earning, there are positive emotions while stimulating, while failing to stop the obstacles, it may anger, sad or angry. This analysis of emotions with a Mandler's framework seems to be; nevertheless, in 1989, Mandler too presents in detail as if the learner performs his work, Mandler (1989) also explains that if students work routinely, the sequence of actions used after the time automatically becomes available or a little excitement of the student. When this happens, the problem is moving toward the purpose of completing the problem; it does not have any effect on generating potentially or possibly boring-linked negative emotions on feelings. The idea is that routine tasks can be successful, even negative impact on students also supports the research by encouraging them. Research shows that continuous success on sustainable work, finding a challenge, searching for a challenge, and in person's easy access to stability (Dweck, 1975; Relich, 1983; cite by Dweck 1986).

2.9 Gender Gaps and Teaching Habits

Comparison between male and female "Teaching requires skill, insight, intelligence and diligence, and teachers work and succeed in all ways to meet classroom challenges" (Kardia & Wright, 2004). Although male and female teachers clearly demonstrate these characteristics, study shows that they may respond to tasks in changed ways. Considerate the differences in teaching methods and causes between men and women are crucial to help teachers improve their teaching. Student assessment is a mutual, if flawed method, trainers can obtain response about their instruction. Educations show that pupils' scores may be meaningfully subjective by their instructor's gender. Many lessons demonstration that pupils tend to rate female educators otherwise than male educators (Whitworth, Price & Randall, 2002; Basow & Silberg, 1987; Goodwin & Stevens, 1993; Tartro, 1995). The explanations for these results are multiple. For illustration, pupils may be partial toward differences amongst male and female tutors (Andersen & Miller, 1997; Burns-Glover & Veith, 1995). This disparity can be attributed to areas of discipline; for example, there are more female teachers in the field of education and nursing, in general, than in other areas. However, it is also possible for students to accurately assess teachers' gender differences (Centra & Gaubatz, 2000). An investigation by Basow (1995) demonstrated that understudies think female instructors are touchier and kind to their students' thoughts, while male teachers are considered more informed. If students actually consider the true difference even partially, it is important to recognize the effect of gender on teaching style. In addition to the literature on student assessment, there have been limited studies of gender alterations in instruction styles. The results of these studies led to a mixed result of gender differences in teaching, then portion of the difference is that researchers used 29 different criteria to assess teaching style. A study by Lacey, Saleh, and Gorman (1998) observed the instruction style of an organization through procedures of inclusiveness and compassion favorites.

2.10 Time Constraints for Classroom Learning Environment

In inclusion to appraise of tricky correlation to the curriculum, that teachers regularly recommend restricted their teaching times that's why they are lack to use of new ideas and techniques. Cantrell and her research worker describes that compulsion to teach a subject or specific content area in proficient way that hinders the way of teaching of the teachers' inclination to desert traditional teaching methodology (2009). The further investigation clears that "These pressures frequently cause content teachers to believe that it is not their obligation to assist pupils in reading more effectively (2009, p. 78). Parris and Block describes the most important role for the teachers that have more expectations from the young age students .Teachers need to balance the long term goals for the allocated time and to careful teach the literacy accomplishment (2007). By the statement of Park and Osborne (2006), Teachers in the classroom faces encroachment in reading methods on the subject matter in the period duration. Ness also describe how "literacy integration takes a back seat when teachers feel instructional time is best spent providing material" (2007, p. 230). Finally, Ness describe that teachers faces the content to encompasses the striving of oblation by proving more time to assists of learning students regard reading assurance (2008). She studied correlative of professional developmental work group that a glance on subject matter area literacy, Thibodeau stated the instructor participant , "Many of them were worried that, initially as they taught new tactics to their pupils, the literacy strategy training may divert time from the topic instruction" (2008, p. 59).

3. Research Design

Quantitative survey was chosen for this research study, and the objective was to investigate teaching habits and classroom learning related beliefs at primary and middle school level. The study was conducted in the public and private male and female secondary schools of District Bajaur, KPK selected voluntarily. 300 hundred students were randomly selected from all of the male and female selected schools' for this study. One hundred and fifty (150) students were selected from Public boy's schools and one hundred and fifty (150) students Public Girls schools. Similarly, fifty (50) students were taken as sample from Private boy's schools and fifty (50) from girls Private schools. Two questionnaire was used for the data collection. One is closed ended questionnaire Related Beliefs Questionnaire (MRBQ) was developed for data collection which was consist of 21 questions. The first three questions were based on using of Avid , the next four on willingness, the other two on cogency and the next four on diligence, the further two two on prestigious and vigilance and the four were about the embolden.
So that closed ended (MRBQ) was used for the collection of data for this research study.
The other questionnaire was the WHIC questionnaire which comprised with following factors

1) Classroom positivity:- It consist of 15 questions.
2) Diversity Value:- It were consist of six questions.

3) Personal Negativity:- It consist of four questions.
4) The last one factor is Persisting in Major consist of three questions

3.1 Population of the Study

This study comprises the population of all public and private gender wise primary and middle schools of KPK province, this study was delimited to the five into six boys and girls schools at district Bajaur.

Table 1: Population detail

Sector	Female	Male	Total
Schools	3550	7102	10652

3.2 Sampling

Simple arbitrary selection were used for this investigation. And the collection of data 300 aspirants were chosen arbitrary from GHSS Malkana , GGMS shagai , GGHS Darbano , Islamia Public School, Iqra Public School and Usmania Public School district Bajaur.

Table 2: Sampling detail

Sector	Male	Female	Total
Public	150	150	300

The above mentioned schools were chosen for the process of data collection for this research with agreed sampling. The administrators of the schools were humble requested for the agree cooperation Questionnaires were circulated among the students.

4. Data Analysis

Research questions are gathered and data analysis is introduced in this chapter. The information was gathered via a questionnaire that students themselves created. Data were acquired, and entered into SPSS17 and analyzed by means of mean, standard deviation and T test.

Table 3: Overall descriptive analysis of teaching habits

Teaching Habits	Mean	Standard Deviation
	32	8.07

Table 4: Independent samples test

	Mean		Standard deviation		T	Df	significance
	Male	female	Male	female			
AV total	3.18	3.13	.382	.336	1.158	299	.248
W total	6.33	6.15	1.909	1.838	.855	299	.394
C total	4.47	4.09	1.682	1.588	1.993	299	0.47
D total	5.37	5.11	1.050	.877	2.249	299	.025
P total	3.42	3.22	1.234 1.154		1.465	299	.144
V total	2.85	2.78	.741	.695	.795	299	.427
E total	6.78	6.97	1.420 1.180		1.25	299	.212

The above table shows that there is small difference between mean value of male and female in Avid total T test shows that this difference is not significant. Willingness, cogent also shows that there difference is not significant. While diligent mean value shows that this difference is significant.

The above table shows the Levens test were applied and the vigilant value of teacher role is the greatest in all sub constructs i.e. 0.919 showing that the teachers have a great role in building beliefs of students about vigilant role of

teacher. The T-test shows that the value of contents is more than rest of the sub constructs.

Table 5: Gender wise comparison

	Gender	Mean Score	Std	sig
School	Male	32.4	8.418	0.154
School	Female	31.45	7.668	0.151

Gender wise comparison shows that male score is slightly better than female but this difference is not significant.

Table 6: Gender wise comparison

	Gender	Mean	Std. Deviation
Avtotal	Male	3.18	.382
	Female	3.13	.336
Wtotal	Male	6.33	1.909
	Female	6.15	1.838
Ctotal	Male	4.47	1.682
	Female	4.09	1.588
Dtotal	Male	5.37	1.050
	Female	5.11	.877
Ptotal	Male	3.42	1.234
	Female	3.22	1.154
Vtotal	Male	2.85	.741
	Female	2.78	.695
Etotal	Male	6.78	1.420
	Female	6.97	1.180

Basic statistics, Mean, Standard deviation, were applied for further analysis of data. And test, Levens' test and unbiased sample T. test was used to determine whether the data acquired via a standardized questionnaire were normal, and the paired sample T. test was used to determine how the variables compared. The mean score of using of Avid (total) was 3.18 and 3.13 standard deviations of the male and female sectors, respectively, were 0.382 and 0.336 in the comparative study of teaching habits .The mean score of willingness (total) was 6.33 and 6.15 male and female sectors with standard deviations of 1.909 and 1.836 in a comparative analysis of educational teaching habits. In the comparative comparison of teaching practices, the average cogent (total) score for the male and female sectors was 4.47 and 4.09, respectively, with standard deviations of 1.682 and 1.588. The average diligent (total) score for the male and female sectors was 5.37 and 5.11, respectively, with standard deviations of 1.05 and 0.877 the comparative analysis of teaching habits. The mean score of Prestigious (total) was 3.42 and 3.22 of male and female sector with standard deviation of 1.234 and 1.154in the comparative analysis of teaching habits. The mean score of vigilant (total) was 2.85 and 2.78 of male and female sector with standard deviation of 0.741 and 0.695 in the comparative analysis of teaching habits. The mean score of Embolden (total) was 6.78 and 6.97 of male and female sector with standard deviation of 1.420 and 1.180 in the comparative analysis of teaching habits.

Table 7: Correlation of teaching habit in the sub scales

		willingness	Cogent	Diligent	Prestigious	Vigilant	Etotal
AV aids	Pearson Correlation	.000	-.130*	.036	-.208**	-.021	.212**

	Sig. (2-tailed)	.989	.024	.529	.000	.723	.000
	N	301	301	301	301	301	301
willingne	Pearson Correlation		.055	-.466**	-.364**	.011	.449**
ss	Sig. (2-tailed)		.339	.000	.000	.853	.000
	N		301	301	301	301	301
Cogent	Pearson Correlation			-.056	.076	-.091	-.035
	Sig. (2-tailed)			.334	.188	.115	.541
	N			301	301	301	301
diligent	Pearson Correlation				.535**	.501**	-.333**
	Sig. (2-tailed)				.000	.000	.000
prestigiou	N				301	301	301
s	Sig. (2-tailed)					.000	.000
vigilant	N					301	301
	Sig. (2-tailed)						.004
	Sig. (2-tailed)						
	N						

Karl Pearson correlation is the ratio between the covariance of two variables and product of their standard deviation; thus it is essentially a normalized measurement of the covariance such that the result always has a value between -1 and 1. As with covariance itself the measure can only reflect a linear correlation of variables, and ignores many other types of relationship or correlation. Table displays the inter correlations between the scales. The willingness and use of avid and watchful in Major showed the lowest correlations, but all coefficients were substantially different from zero at p 1. The likelihood that students will stick with a curriculum and their appreciation of variety were both marginally correlated with how positively they felt about their time in class. In fact, compared to the link between Vigilant and embolden, both of those relationships were a little stronger in terms of magnitude.

4.1 Findings

Following are important findings of this study

a) Overall mean score of the students' perception about teaching habits of the teachers was identified in this study. The total mean score was 32 and standard deviation was 8.08.
b) The mean score of discipline wise of sub Seven aspects of classroom learning environment of the vigilant, Embolden, using of avid, willingness, cogent, diligent and prestigious teachers is 2.82, 6.87,3.15, 6.24, 4.29,5.24, 3.33 respectively.(Table 4.2)
c) Standard deviation value was 0.719, 1.309, 0.360, 1.874, 1.645, 0.975 and 1.197 respectively. (Table 4.2)
d) The mean score of male regards their teaching habits and impact of classroom learning environment was 32.4 and standard deviation 8.418 as compared to the mean score 31.45 and standard deviation 7.668 by the female students.
e) Leven's T test were applied for gender wise comparison of the male students using of avid, willingness, cogent, diligent, prestigious, vigilant and embolden mean value were 3.18, 6.33, 4.47, 5.37, 3.42, 2.85, 6.78 and standard deviation value were 0.382, 1.909, 1.682, 1.050, 1.234, 0.741, and 1.420
f) While T test in gender wise female students mean value were 3.13, 6.15, 4.69, 5.11, 3.22,2.78, 6.97 and standard value were 0.336, 1.838, 1.588, 0.877, 1.754, 0.695 and 1.780 respectively
g) The male students showed better result than female students. The correlation of male was 32.40 and standard deviation was 3.499 respectively.
h) The mean value of female was 31.46 and standard deviation was 2.788 respectively.

5. Conclusions

a) Overall the mean score and standard value showed better value (Finding 1)
b) The mean value of teacher embolden was greater than other aspects. (Finding 2)

c) While the standard deviation of Willingness showed greater value. (Finding 3)
d) Male students on average have a higher mean score than female students, on average. However, greater standard deviation of male in most of the sub scale demonstrates that male students had more variability in their ideas regarding teaching patterns when compared on the basis of gender.. (Finding No.4)
e) T test were applied for gender wise comparison the male student perception of their teachers regard embolden mean value showed greater value while the standard deviation of cogent showed greater values than other. (Finding 5)
f) T test of female students also showed the mean value of embolden greater while standard deviation of willingness showed greater value. (Finding 6)
g) The male students showed better performance than female students because at Bajaur district the focus of study to male student is much more than female students. (Finding 7)
h) In general statistics the male mean value and stand deviation showed greater value .(Finding 8)
i) While in female general statistics showed relatively lower value of mean and standard deviation. (Finding 9)

5.1 Recommendations

The most important purpose of this research was to build critical thinking in students. It may be that the students' beliefs about learning environment according to the teaching habits. The function of teachers and the items they teach are both constructed using different considerations. Although students' responses suggested that they agreed with the role of authority in the classroom, their classroom experiences led them to form a variety of opinions about their professors' associated personalities of teaching habits. This study sought to determine how the classroom learning environment and teachers' roles affected students' opinions.
Based on the analysis of this research, significant recommendations may be made for the study holder.

a) Greater value of students' perception shows that student belief are important indicator of teacher habits therefore teacher should mold their habits change perception of the students.
b) It is recommended that students' beliefs on teachers' role and gender significantly contributed beliefs on their teachers teaching habits.
c) Teaching habits positive impact on learning environment indicates that to improve class room learning environment teacher should keep care of their teaching habits which ultimately will improve students' learning.

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