

Impact Of Teachers' Behavior On Students' Motivation Towards Learning At Secondary Level

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Abstract:

The main reason for advanced countries' progress and development is that they have prioritized education. The basic element of the education is behavior. Behavior is defined as action, reaction, eating, drinking, sitting, talking and walking almost everything is called behavior of the person. Another basic element of the education is motivation. Motivation is a drive to do something. Teachers' behavior and student's motivation are related to each other. In our society, we give importance to other according to his wealth and status. If a person is financially weak from us than our talking tone and behave is totally different as compared to a person who is financially strong. Personality and attitude are the main parts of the motivation. We inspire from those people very quickly which have great personality and attitude. The study's primary objective was to investigate the impact of teachers' behavior on students' motivation towards learning at secondary level. In our public schools, mostly teachers don't behave properly with their students and it affects the performance of the students. Teachers are considered ideals for their students. They are the role model of the students. Secondary level students are the most senior school students because after this they join college and many students left the study. If their attraction with teachers would be strong, it will help them in future life. The objectives of the study were to study the behavioral theories regarding student motivation towards learning, to explore the process of learning through motivation, to examine the impact of teachers' behavior on students' motivation towards learning at secondary level, to find out the behavioral factors affecting student motivation towards learning and to recommend certain measures for students' motivation towards learning which were achieved in the study.

Keywords: Behavior, motivation. Learning, secondary level

Introduction:

Behavior refers to way we treat other, how we communicate others. Usually we treat the person in front of us by looking at their appearance. If the person in front of us is well dressed, our behave towards him will be very soft, if he has a big car, we will treat him very well. Most of us get angry at someone who is weaker than us, it is said that he is a blood pressure patient, so he does not tolerate lies, while he is sitting in front of the powerful person he also accepts his lie with a smile at on his face. All this has been seen in the public schools. If the student's parents are on a good post, they belong to a good family, than the teacher's behavior is different with him, while he behaves different with a poor student. If a student from good family makes a mistake, he is punished at least, while all the anger poured out on the poor student. The term "behavior" refers to the description of observable results. It can be positive or negative and beneficial or not. Positive outcomes are the result of effective behavior. Behavior is a form of action that varies depending on the situation. Thinking, feeling, and doing are the three types of behavior.

Cognitive, emotional, and psychomotor are some of the terms used to describe behavior. The learner engages in cognitive behavior through thinking, remembering, evaluating, and solving problems. The learner's sentiments and attitudes are valued in affective behavior. Psychomotor behaviors involve the learner engaging in physical activity. The way a teacher divides time for academic subjects influences student progress. It entails planning and preparation, enforcing reasonable and not-too-many rules, and organising the classroom so that education runs smoothly. Group alertness, wittiness, overlapping, and the application of the principle of least intervention are all necessary skills for maintaining a well-managed classroom. A good teacher must be committed to his or her job and capable of taking the initiative. The personality of the teacher is an important factor in teacher behavior and has a significant effect on students' success. Teachers, as professionals, should be adept at communication, empathy, and the ability to learn from the experiences of others. Education is now widely accepted as the single most important factor in the cultural, political, and socioeconomic development of any country.

Behavior has three parts:

A (Antecedents) \Rightarrow B (Behaviors) \Rightarrow C (Consequences)

Antecedents (A): Antecedents are occasions or conditions that make conduct happen. They can happen to precede a conductor because of past occasions. Coming up next are instances of prompt forerunners: Someone called out to an understudy as he strolled a few doors down, so he strolls into class crying. The previous occasion was the calling of names in the passage. A precursor can likewise be an assortment of previous occasions that in the long run detonate into carrying on practices. For instance, in the event that an understudy is continually tormented and prodded by different understudies on the transport, following fourteen days of this, the understudy will stand up and begin battling with different understudies lounging around him.

The continuous tormenting and prodding have at last brought about the young fellow being insulted showing dangerous and forceful conduct.

Behavior (B): Behavior is an activity that is both discernible and quantifiable. Setting occasions like an absence of rest, prescription, hunger/thirst, etc can likewise upgrade or affect conduct. For instance, an understudy taking drugs might be languid or drowsy in class and unfit to complete teacher' required undertakings.

Consequences (C): The reaction to the understudy's conduct is alluded to as an outcome. Consequences are the responses of individuals in the climate to the conduct. At the point when an understudy displays a particular sort of conduct, the educator may by the same token "caution" or "overlook" the understudy. Results incorporate admonition, disregarding, and supporting.

As per Luthans (1993), a leadership behavior can benefit in a variety of ways, and knowing these mindsets can be quite beneficial.

A person's behavior is a series of reactions to his circumstances that he displays at various times. Various authors have characterised it in a variety of ways:

"The behavior is conduct or expressing oneself, or behavior is what we do," Taneja (1989) said, referring to outside influences. "Any action or response to stimuli that an individual conducts in," says the definition. Joyce (1980) adds, "Behavior is an observable, recognised phenomenon."

There are three approaches for effective behavior, as per Sybouts (1994).

As per Ahmad (2001), in the previous two decades, nations that took bold steps made positive overall and performed miracles. Without a doubt, their enormous success can be attributed to their excellent educational system. As per Saeed (2001), "every country's educational system may assure development and wealth for their people." A competent educational system is very critical for the survival of the country.

Motivation is the method involved with beginning, driving, and keeping up with objective arranged practices. Motivation includes the regular, mental, social, and mental elements that impact conduct. "Motivation" is ordinarily utilized in regular discussion to depict for what reason accomplishes something. It is the driving variable behind human conduct. "The intentions in one's exercises are what the expression "motivation" signifies (Guay et al., 2010). Motivation, as per Gredler, Broussard, and Garrison (2004), is "the quality that pushes us to do or not do something." Motivation is considered that drives people to take action, directs their behavior, and supports their ability to succeed. Martin and Bartol (1998) stated that individuals must be sufficiently awakened and engaged, get a real direction on what needs to happen, and be willing to invest their effort over a long period of time to achieve their objectives.

Motivation is defined as "a system that guides people's decision-making among various sorts of voluntary effort." Vroom, (1964). Furthermore, Kreitner and Kinicki (2004) defined motivation as the emotional mechanisms that cause alertness, direction, and persistence in goal-directed voluntary behaviors.

Latham and Locke (2004) stated that people's motivation affects their ability to master new skills or how much they use them. Internal factors that propel action, as well as external cues that can act as inducements to action, are discussed in the concept of motivation.

Motivation affects three aspects of action: direction (option), intensity (effort), and duration (duration) (persistence). People's able to learn new skills and abilities, and how much they use such skills and abilities, is influenced by motivation" (Locke and Latham, 2004).

Motivation is made up of three main parts: activation, persistence, and intensity.

The decision to initiate a behavior is referred to as activation. It is the name for making a plan to do something, such as seeing a child win a prize in class and making someone else feel that he should win a prize and have his name called like this in class.

Persistence is defined as the continuous efforts toward a goal in the face of difficulties. Consistency is an important aspect of motivation; we are usually impressed once by a single speech or event, but if there is no consistency, it does not work.

Intensity can be seen in the focus and speed with which a goal is pursued. It is an essential component of motivation. It demonstrates how sincere we are and how frantically we want to accomplish something

Objectives of the Study:

- To study the behavioral theories regarding student motivation towards learning
- To explore the process of learning through motivation
- To investigate the impact of teachers' behavior on students' motivation towards learning at the secondary level
- To find out the behavioral factors affecting student motivation towards learning
- To recommend certain measures for students motivation towards learning

Research Questions:

The study's research questions were as follows:

- How Teachers' behavior impact on students' learning?
- What are the factors effecting learning at secondary level?
- How can we improve learning at secondary level?
- What is the relation between motivation and learning?

Research Methodology

The research was descriptive in nature. The research was both quantitative and descriptive. The study's population included all SSTs from Boys High Schools in Rahimyar Khan and Khanpur, as well as all high level students from Boys High Schools in Rahimyar Khan and Khanpur. The sample size for the study was 500, with 50 teachers and 450 students drawn at random from 16 Govt. Boys High Schools in Rahimyar Khan and Khanpur. To collect data, a simple random sampling technique was used. 2 questionnaires were used for experimental purposes. A Likert scale Questionnaire was developed to gather the data. This study was both descriptive and qualitative in nature. The research tool was pilot tested before being distributed to respondents to ensure its validity and reliability. The research tool was updated and modified in response to the feedback from respondents. The information was gathered from the selected 16 Government Boys High Schools in Rahimyar Khan and Khanpur. Following the collection of data, it was analysed using arithmetic operations such as percentages and so on.

Table 1 (Sampling)

S. No.	No. of Students from Khanpur	No. Students from Rahim Yar Khan	No. of Teachers from Khanpur	No. of Teachers from Rahim Yar Khan
1	230	220	26	24

Sample was collected from 2 tehsils of Rahim Yar Khan District. 230 students and 26 teachers of tehsil Khanpur from secondary wing were selected from 8 government secondary schools. 220 students and 24 teachers of tehsil Rahim Yar Khan from secondary wing were selected from 8 government secondary schools.

Table 2 (Qualification)

Qualification	Frequency	%	Valid %	Cumulative %
BA/BSc	1	2.0	2.0	2.0
MA/MSc	41	82.0	82.0	84.0
M.Phill	7	14.0	14.0	98.0
Ph.D	1	2.0	2.0	100.0
Total	50	100.0	100.0	

The data shows that the most teachers were highly qualified. 41 teachers were master degree holder. 7 were M.phill degree holder and 1 was Ph.D.

Table 3 (Teaching Experience (Years))

Teaching Experience(in years)	Frequency	%	Valid %	Cumulative %
1-10	23	46.0	46.0	46.0
11-20	17	34.0	34.0	80.0
Valid 21-30	7	14.0	14.0	94.0
Above 30	3	6.0	6.0	100.0
Total	50	100.0	100.0	

The data shows that the mostly teachers are very experienced .The most experience category was 1-10 which is 22 and second most experienced category is 11-20.

Table 4 (Response of Teachers)

Sr. #	Statement	Disagree Frequency	Disagree Percentage	Agree Frequency	Agree Percentage
1	You feel proud to a teacher.	0	0	50	100
2	Teachers seek to upgrade their knowledge and abilities on a regular basis.	0	0	50	100
3	Teachers use different motivational techniques for students' learning.	1	2	49	98
4	Teachers listen to the students with patience and tolerance and guide them in their spare time.	4	8	46	92
5	Teachers treat students without any discrimination.	2	4	48	96
6	Teachers show interest and respect to all the students.	1	2	49	98
7	Teachers discuss classroom problems with their colleagues.	2	4	48	96
8	Teachers maintain student's attention and interest during the lesson.	3	6	47	94

9	Teachers award marks in the exams/ test fairly to all the students.	3	6	47	94
10	Teachers guide and appreciate the students to develop sense of humor.	3	6	47	94
11	Teachers give feedback to the students with constructive criticism.	5	10	45	90
12	Teachers believe in any type corporal punishment is necessary for learning.	40	80	10	20

Table 4 shows that 100 % teachers agree with that they feel proud to be a teacher and teachers seek to upgrade their knowledge and abilities on a regular basis. 2 % respondents disagree that teachers use different motivational techniques for students' learning while 98 % agree with the statement. 8% respondents disagree with that teachers listen to the students with patience and tolerance and guide them in their spare time. 92 % respondents agree with the statement. 4% respondents disagree that teachers treat students without any discrimination while 96 % agree with the statement. 2% respondents disagree with that teachers show interest and respect to all the students while 98 agree with the statement. 4% respondents disagree that teachers discuss classroom problems with their colleagues while 96 % agree with the statement. 6% respondents disagree that teachers maintain student's attention and interest during the lesson. 94% respondents agree with the statement. 6% respondents disagree that teachers award marks in the exams/ test fairly to all the students. 94% respondents agree with the statement. 6% respondents disagree that teachers guide and appreciate the students to develop sense of humor while 94% respondents agree with the statement. 10% respondents disagree that teachers give feedback to the students with constructive criticism while 90% respondents agree with the statement. 80% respondents disagree that teachers believe in any type corporal punishment is necessary for learning while 20% respondents agree with the statement.

Table 5 (Response of Students)

Sr. #	Statement	Disagree Frequency	Disagree Percentage	Agree Frequency	Agree Percentage
1	Your teachers are friendly and approachable for you	52	11.5	398	88.5

2	Your teachers provide opportunity to increase participation through different techniques.	90	20	360	80
3	Your teachers discourage and insult you in front of the whole class.	199	44.2	251	55.8
4	Your teachers give you individual attention in their spare time, and suggest something nice to you.	85	18.8	365	81.2
5	Your teachers behave more nicely to some students.	202	44.8	248	55.2
6	Your teachers appreciate you with good words,when you perform well in the class.	29	6.5	421	93.5
7	Teachers award marks in the exams/ test fairly to all the students.	56	12.5	394	87.5
8	Your teachers give feed back to the students with constructive criticism.	111	24.7	339	75.3
9	Teachers maintain student's attention and interest during the lesson.	65	14.4	385	85.6
10	Teachers ask students for tuition.	313	69.6	137	30.4

The data shows that 11.5 % respondents disagree with the statement that their teachers are friendly and approachable for you while 88.5 agree with the statement. 20 % respondents disagree with the statement that their teachers provide opportunity to increase participation through different techniques while 80% agree with the statement. 44.2 % respondents disagree with the statement that their teachers discourage and insult them in front of the whole class while 55.8% agree with the statement. 18.8 % respondents disagree with the statement that their teachers give them individual attention in their spare time, and suggest something nice to them while 81.2% agree with the statement. 44.8 % respondents disagree with the statement that their teachers behave more nicely to some students while 55.2% agree with the statement. 6.5 % respondents disagree with the statement that their teachers appreciate them with good words, when they perform well in the

class while 93.5% agree with the statement. 12.5 % respondents disagree with the statement that teachers award marks in the exams/ test fairly to all the students while 87.5% agree with the statement. 24.7 % respondents disagree with the statement that teachers give feed back to the students with constructive criticism while 75.3% agree with the statement. 14.4 % respondents disagree with the statement that teachers maintain student's attention and interest during the lesson while 85.6 agree with the statement. 69.6 % respondents disagree with the statement that teachers ask students for tuition while 30.4% agree with the statement.

Findings

From the results based on the questionnaire for teachers and students, the following are the findings:

Findings from Teachers

Overall, 100% of teachers agreed with the statement that they are proud of becoming a teacher and teachers should aim to improve their knowledge and talents on a regular basis.

Overall, 98 % of teachers believed that teachers employ various motivational strategies to motivate children to learn. Overall, 92% of teachers agreed that teachers communicate to learners with politeness and mentor them in their free time. Overall, 96 % of teachers believed that teachers treat students equally. Overall, 98 % of teachers agreed that teachers demonstrate interest in and respect for all of their students. A total of 96 % of teachers agreed that teachers address classroom difficulties with their colleagues. Overall, 94 % of teachers agreed that teachers keep students' attention and interest throughout the lesson. Overall, 94 % of teachers strongly agreed with the assertion that teachers give all students equal grades in exams and tests. Overall, 94 % of teachers agreed with the statement that teachers help students acquire a sense of humour. Overall, 90% of teachers agreed with that teachers provide constructive criticism to students when providing feedback. Overall, 80 % of teachers disagreed with the statement that corporal punishment of any kind is required for learning.

Findings from Students

The statement that their teachers are nice and approachable for you was agreed upon by 88.5 % of students. Overall, 80 % of students agreed that their teachers provide opportunities for increased participation using various techniques. Overall, 55.8 % of students agreed that they were discouraged and insulted by teachers in front of the entire class. Overall 81.2% students agreed that their teachers give them special attention in their spare time and suggest something kind to them. Overall, 55.2 % of students agreed that their teachers behave more nicely to some students. Overall, 93.5 % of students agreed that when they perform well in class, their teachers express their gratitude with good comments. Overall, 87.5 % of students agreed with the statement that teachers give all students equal grades on exams and tests. Overall, 75.3% of students agreed with the statement that their teachers provide constructive criticism and feedback to their students.

Overall, 85.6% of students agreed that teachers keep students' attention and interest throughout the lesson. Overall, 69.6 % of students disagreed that teachers want tuition from students.

Conclusion

The following conclusions were formed based on the findings of the study:

From the viewpoint of teachers the majority of teachers said they were proud of their profession. They adapted to the situation and circumstances by working to improve their knowledge and abilities on a regular basis. Teachers employed several motivational strategies to assess students, according to the majority of both teachers and students. They additionally expressed that they displayed interest and regard for the understudies, They treat all the students without any discrimination and give equal marks in exams. They gave valuable analysis and criticism to understudies, as well as exhortation on the most proficient method to utilize extra energy and an attention on character advancement.

From the viewpoint of students The majority of students believed that their teachers are friendly and approachable for them. They allowed enough time for students to respond in order to boost their participation. Their teachers discourage and insult them in front of the whole class. Their teachers give them individual attention in their spare time. Their teachers appreciate them when they perform well in the class. Teachers maintain student's attention and interest during the lesson. Teachers don't ask students for tuition.

As per findings, teachers' behavior and attitude toward their students seems to have an impact on learning.

Discussion

Teachers are the backbone of any society and the entire educational system because they prepare the society's future. It has been reported that the teacher's behavior, personality and attitude is an important factor in students' success. The research findings in light of teachers' behavior revealed that teachers used a variety of evaluation techniques, handled exams fairly, managed to maintain flexibility, safety, and interest in the classroom. The majority of teachers stated that they did not discriminate against their students. They encouraged and praised students for developing good manners and habits. They provided constructive feedback to students and advised them on how to spend their free time. They focused on designing students' character. The study's findings revealed that teachers carried out their responsibilities on a regular basis. They established a positive relationship between the parents of the students. The majority of students thought their teachers were qualified, very kind, open and friendly, well prepared for teaching, provided relevant knowledge. Students' performance improved as a result of these characteristics of the teacher's behavior. Society respects someone who becomes a teacher because it understands the value of what he's doing. A person who received training and has expertise that can be used to benefit others is called professional. The study's findings in light of students revealed that their teachers discouraged and insulted them in front of the entire class. It has an impact on students'

performance. However, students complained that their teachers treat some students better than others.

As per study findings, no discrimination between students should be maintained for improving the impact of teacher behavior on students' motivation towards learning. Teacher behavior was positively related to academic performance.

Teachers, like doctors and lawyers, are now regarded as specialists. They are accepted for their expert expertise, are given significant autonomy at work, and have established a honor principles. They, like other professionals, provide a social service that is highly dependent on cognitive capabilities. A teacher is repeatedly monitored by his students and the community overall. As a matter of fact, every teacher must ensure that his or her principles and exercises have deep impact on others. It is stated that a teacher is called competent that he should always been ideal of his students. It is also required that teaching as profession to be calm, patient, and communicative by temperament, as well as friendly in attitude.

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