



IMPACT OF TEACHERS' BEHAVIOR ON THE MOTIVATION OF STUDENTS AT HIGH SCHOOL LEVEL: EMPIRICAL STUDY OF DISTRICT HYDERABAD, SINDH, PAKISTAN

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Abstract:

Education is considered as an authentic tool for rapid nation building, empowerment, prosperity and economic development. The quality of education remained main issue for Policy makers and curriculum designer. Policy makers have dedicated huge amount of time and energy to provide quality education. Mainly focus of quality betterment relies was associated with infrastructural development like, buildings, furniture, laboratories, libraries and play grounds. In this relation, curriculum designing, hiring of new trained teacher, external environment, nutrition, poverty alleviation also remained priority for betterment of education. But the major element of education is related with student psychology. One major factor is being over shadowed; the motivation of the students, even with the best administrators, highly qualified faculty, curriculum and materials in place, if students are not motivated, to learn and excel, the achievement of goal will become difficult. Therefore, current study major purpose was to investigate the impact of teacher's behavior on the motivation of students at high school. The study based on inductive approach. The quantitative technique was employed for data collection. The data were analyzed through statistical package for social science 24 version for windows. The findings of study revealed that impact of teacher's behavior on the motivation of

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students is positively associated. The teacher motivation has great impact on student attitude, learning, understanding and mental development. Therefore, policy makers, curriculum designers should focus on motivation of students.

Keywords: education, teacher's behavior, student, motivation, learning development

1. Introduction

Education is most powerful way for progressive thinking, awareness, economic prosperity and social wellbeing. Educational environment and education quality remained one the most important target for policy makers. The quality of education remained under discussion among experts. The major focus of prior literature was associated with infrastructural development like, buildings, furniture, laboratories, libraries and play grounds. In this relation, curriculum designing, hiring of new trained teacher, external environment, nutrition, poverty alleviation also remained priority of researchers. But the major element of education is related with student psychology. The major factor of students' psychology is associated with teacher behavior (Brewster and Fager, 2000). Psychologists are agreed on that point, usually teachers' attitude towards student have positive or negative impact on learning. Educationalist experts believe that learning behavior and teaching methods are major element for betterment and quality of education. The relationship among student and teacher is one of main factor for learning. The impact of teachers' behavior on the motivation of students is positively correlated. Previous research shows mixed results. In this way, rigid behavior of teacher towards students may create fear, mental issues and more stress. The relation of teacher and students is having direct impact on students learning. Higher motivation to learn has been linked not only to better academic performance, but to greater conceptual understanding and satisfaction with school.

Generally, there are two type of motivations are defined in the literature. 1) intrinsic 2) extrinsic. The intrinsic motivation is the desired to do or achieve something because one truly wants. Whereas extrinsic motivation is the desire to do or achieve something not for the enjoyment of the things, itself but because doing so leads to a certain result. Many researchers believe that good and strong relationships between teachers and students are essential components to make healthy academic development of students at school environment. In addition, many studies have shown that the nature and quality of teachers' interactions with children have significant effects on their learning. Hence, teachers' engagement in classroom interaction with students is necessarily needed to make learning process occur actively. It also provides a unique entry point for teachers to improve the social and learning environments of schools and classrooms. The arrangement of student is playing vital role in the class rooms and make their importance whole in the classes. It is clear that if students are highly motivated, they will actively be engaged in the class. The major source of student's motivation is teacher; the impact of teacher's behavior plays an important role in the academic achievement of

students. Behavior is a description of observable outcome of teacher performance in different class room activities. As teacher's behavior has direct impact on student's motivation therefore teacher's behavior must remain positive to keep students motivated. Very rare studies have been conducted on student motivation and the qualities of a good teacher. Present study aims to explore that how teacher behavior is responsible for the level of student's motivation in school and the factors that constitute behavior of a teacher. Therefore, current study major purpose is to investigate the impact of teacher's behavior on the motivation of students at high school. The study based on inductive approach.

2. Literature Review

Students spend numerous hours in school during studies. High interaction with their teachers can have an influential impact on shaping good manner and behavior in them and can be source of their educational advancement. Wallace (1994) showed that teacher's behavior which is accompanied with feeling of hope, generosity, respect, and joy becomes effective in modifying and improving the conduct by the delinquent students who have had previous bad records. On the other hand, many teachers' negative conducts such as: referring the rude and undisciplined students to school principal, sending them out of class and make them stay in the hall-way, carelessness and neglecting the students' serious problems had an undesired effect on the student's behaviors. As Gary Arlow (1999) argued that, lack of discipline in classroom or school causes many difficulties for children and youngsters and could be source of their failure. This failure can also be observed in the teacher's work and level of nervousness. According to Crowley (1993) when specific aspects of student-teacher relationships and interaction are respected, when teachers have an adjustable conduct and avoid rigid and inflexible methods, students accept them as a friend and companion. Brewster and Fager, (2000) suggest some strategies for both teachers and administrators seeking to increase students' motivation in classroom as follows: giving rewards, performing clear and consistent classroom interactions, knowing each student, giving positive responds, promoting mastery learning, breaking tasks into smaller goals and evaluating students' work and providing feedback.

Motivation refers to *"the reasons underlying behavior"* (Guay, 2010). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as *"the attribute that moves us to do or not to do something"*. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci, (1999) observe, *"intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards"*. At another place in same book Deci, (1999) argued that researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider

intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation.

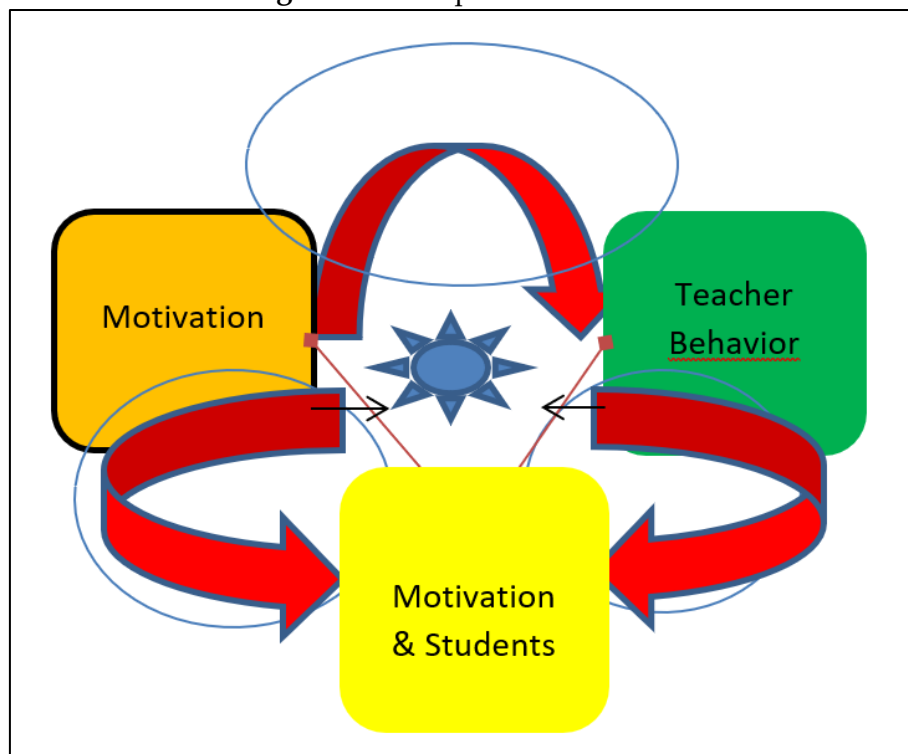
Slavin (1997) depicts this cycle from an overall perspective: "...*motivation is the thing that makes you go, props you up and figures out where you are attempting to go*". As per both Weiner (1992) and Wlodkowski (1999) as it is self-evident, inspiration furnishes understudies with a heading to follow. Timmins (1999) proposes discovering the reasons of absence of inspiration in understudies by utilizing brain research in the homeroom. Subsequently, it is critical for educators to consider emotional variables. At the point when understudies have low self-assurance and confidence, high uneasiness and restraint, their degree of inspiration is devastated. Moreover, setting up the exercise such that will be appealing to the understudies enables the educator to improve their inspiration to learn. Downey (2008) performed a learn about synthesizing instructional research on factors that affect academic success. For him, college students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students whilst keeping immoderate and practical expectations for success. He further added that the interactive relationships should be based on respect, trust, caring, and cohesiveness. Brown (2001) expressed that "*classroom interaction is the communication between educates and first year recruits within the classroom*". By capability of this interaction, both instructors and inexperienced persons get hold of enter and produce output. Teachers have probability to be aware of their college student's performance for the duration of the interplay and produce educating practices that fit their needs. For students, interplay increases their knowledge and competence and produces better skill as the output. As indicated by Ryan and Deci (2009) understudy commitment level is identified with understudy inspiration since inspiration is a significant essential of understudy commitment in the learning cycle. Characterizing inspiration, being the determinant of people's practices, as per the self-assurance hypothesis, Ryan and Deci (2000) recommends that people want to be self-governing, capable, and related. 'Self-rule' alludes to a person's picking his own practices, 'fitness' alludes to his adjusting to the climate, and 'relatedness' signifies his being near others. In outward inspiration, people show a particular conduct because of an outer impact, for remuneration desires or to fulfill their own self image. In natural inspiration, then again, people exhibit a particular conduct because of delight or interest in it, or to their impulse to succeed. Reeve, Deci, & Ryan, (2004) revealed inspirational components impact understudies, how these variables should be utilized, and how persuasive level impacts understudy commitment are significant. The examination proposes that understudies with characteristic inspiration show true commitment; those with outward inspiration exhibit custom commitment, detached consistence, and retreatism; and understudies lacking inspiration show commitment at the defiance level. Saeed and Zyngie, (2012) examined that characteristic inspiration have a significant level of scholastic achievement and a low degree of concern, and are locked in more than those with extraneous inspiration (Wigfield and Eccles, 2002; Wigfield and Wager, 2005).

Teacher and student fantastic relationship have results on both sides. This potential that, when teachers have wonderful relationship with their students, this will increase higher delight with their job and with stopping of burnout. Ben and Zoller, (2001) revealed that, when students experience teachers' positive interpersonal behavior, this will lead to their positive motivation and performance in all subjects. Brok and Nrekelmans, (2004) investigated superb connection is critical wished between teacher-student relationship and learning things to do in classroom. In addition, it is agreed that a wholesome interpersonal relationship would create better results for students to interact in mastering activities, Brekelmans, Slegers & Fraser, (2000) negative perspective towards students and non-supportive room environments injury students' disposition towards lesson. Shortage of positive reinforcements, approval and appreciation of scholars by lecturer's influences motivation to be told negatively. As Nakamura, (2000) asserts, *"nothing contributes to one's self-worth, resiliency and overall welfare over being accepted"*. Hence, any chance to students' psychological well-being decreases their interest in lesson. However, it's not a tangle that can't be resolved. Lecturers ought to take a lot of careful roles. McDonough, (2007) describes teacher's role during this matter as follows: *"It involves providing subsidiary and difficult learning surroundings, however conjointly facilitating the event of the learners' own psychological feature thinking, on the far side merely distinguishing their original orientation"*. Likewise, disposition in role transfer between teacher and students cultivates motivation to be told, so positive feelings on account of the very fact that students assume a lot of active roles in learning. As Scharle and Szabo, (2005) indicate, *"a feeling of accountability and independence brings a way of well-being and confidence"*. Within the lecture rooms wherever lecturers gift students with the possibility to induce active participants, students become a lot of eager towards lesson. Thus, learner autonomy promotes their level of motivation to be told. Autonomy subsidiary environments providing students with selection and encouragement for private initiative enhance autonomous motivation, Gagne, (2003) such an accountable behavior of student boosts motivation as *"meaningful selection engenders disposition, and also the disposition is that the door to enlarged motivation"*. Harper, (2007) describes fulfillment of students' desires acts as a hindrance for lack of motivation, regarding the issue. Self-determination theory, a theory of motivation, is predicated on the satisfaction of some psychological desires. Ryan and Deci, (2000) specify these desires as autonomy, ability, connection. Further add that *"competence, autonomy and connexion, once happy, yield increased self-motivation and psychological state and, once discomfited, cause diminished motivation and well-being"*. This theory conjointly addresses the social conditions that foster or cut back motivation in parallel with the fulfillment of psychological want. Deci & Ryan, (2008) Haughton (1990) depicted in an inquiry that when teacher's praising and appreciation of the pupil is elevated at an individual level, fine results are seen on the student's behavioral and academic performance. The adaptability of the teacher-student relation and selecting a suitable policy for changing and improving unsuitable behaviors has positive impact on the students' attention to the educational activities system. Student's motivation has a direct link with school environment; from peer group to

school infrastructure with administration and with their teachers. Teachers are the main source of motivation for the students because they have a daily based regular direct interaction with each other. Students perceive teacher as a mentor as a role model this enhances the responsibility of a teacher to behave in an appropriate manner. Teacher's rude behavior many students lose their interest in studies and refuses taking part in class room activities which affects their learning abilities.

3. Model and objectives

Figure 1: Conceptual Framework



4. Objectives of the Study

- To describe teachers' skills and attitude in government high schools,
- To describe students' motivation in government high schools,
- To describe the role of school environment in developing students' personality.

5. Research Methodology

Social survey method was used under this study. Survey is a field research method to conduct behavioral studies. The survey methods are used to describe, analyze and record the conditions or phenomena (Anilkumar 2014). This was a quantitative study; two questionnaires were used for data collection. The high school students and teachers of two government boys' high schools of Hyderabad participated in the study. Students were selected randomly from class seven and eight. This research was conducted in

district Hyderabad. That is composed of three different "Talukas", Qasimabad, Latifabad, and Hyderabad city. Total six boys from each high school were randomly selected from the district. Two schools were selected from each Taluka "the administrative unit". Total twenty-two interviews were conducted in each school, 20 with the students and 2 with the teachers. Twenty students were further divided into two categories 10 from class seven and 10 from class eight. One teacher was selected from class seven and one from class eight in each school.

Teachers		Students		Total	
Class seven	Class eight	Class seven	Class eight	Teachers	Students
6	6	60	60	12	120

Data were analysis in percentages to describe the attitude and understanding of respondents. As per (Statistics Canada, 2003) while analysis of data in survey methods researchers describe and interpret the quantitative data. Under this study data were analysis using simple tabulation. The responses were distributed in percentages to measure the results against each variable/question.

6. Findings

The impact of teachers' behavior on the motivation of students is positively correlated. The results of current study revealed that good and strong relationships between teachers and students are essential components to make healthy academic development of students at school environment. Further study shows that motivation is most authentic tool for academic performance. The majority of students believe that behavior of teacher is very strongly connected with their performance. School environment is also proved strong determinant for students' motivations.

Below given are descriptive statistics of data.

6.1 Teachers

Table 1: Do you have professional degree of teaching (B. ED, M. ED)?

Percentage	91%	9%
It is observed during research that 91% respondent teachers' posses' professional degrees in the field of education.		

Table 2: Do you feel proud of being a teacher?

Percentage	94%	6%
It is observed that 94% respondent teachers are proud to be a teacher.		

Table 3: Do you think your school administration is friendly with you?

Percentage	84%	16%
It is observed that majority of respondent teachers 84% thinks that their school administration is friendly with them.		

Table 4: Do you agree that teacher's personal life stress affects his behavior in the class room?

Percentage	42%	58%
It is found that 42% respondent teachers are agreed that teacher's personal life stress affects their behavior in the class.		

6.2 Students

Table 5: Do you participate in class activities confidently?

Percentage	88%	12%
It is observed that 88% respondent students participate in class activities confidently.		

Table 6: Do you like your class room environment?

Percentage	96%	4%
It is observed that 96% respondent students like their class room environment.		

Table 7: Is your teacher friendly with your class?

Percentage	92%	8%
It is observed that 92% respondent students said that teachers are friendly with their class.		

Table 8: Does your teacher help you in problem solving?

Percentage	98%	2%
It is found that 98% respondent student get help from their teachers in problem solving.		

Table 9: Does your teacher show favoritism in class?

Percentage	26%	74%
It is found that 26% students believe that their teachers show favoritism in the class.		

Table 10: Do you think school environment is developing your personality?

Percentage	38%	62%
It is found that 38% respondent students believe that school environment develops their personality.		

7. Discussion and Conclusion

It can be calculated that teacher's behavior has a direct impact on student's motivation level. The findings of study suggested that majority of teachers have professional degrees in the field of education which results friendly behavior with their student. Teaching students with effective methods by engaging students in class teaching learning process have positive impact on student's motivation. The results of study revealed that 91% respondent teachers possess professional degrees in the field of education. As teachers are friendly with students and do not use major punishment against students, which practice is encouraging for the motivation of student for their self realization and self motivation, as majority of teachers don't punish students on providing wrong answers in the class it increases student's confidence level. It is observed that 94% respondent teachers are proud to be a teacher and 84% teachers think that their school administration is friendly with them. The results also revealed that 42% respondent teachers are agreed that teacher's personal life stress affects their behavior in the class.

Mostly students come regularly but if due to circumstances if students remain absent from school, they do not hesitate to come school after remaining absent for one or two days as they know that their teachers do not punish them. The result reveal that 88% respondent students participate in class activities confidently and 96% respondent students like their class room environment. The results also revealed that 92% respondent students said that teachers are friendly with their class and 98% respondent student get help from their teachers in problem solving. It is also found that majority of students do their home work by them self and do not misbehave in class. The results revealed that 26% students believe that their teachers show favoritism in the class. The results also revealed that 38% respondent students believe that school environment develops their personality. The impact of teachers' behavior on the motivation of students is positively correlated. The major source of student's motivation is teacher; the impact of teacher's behavior plays an important role in the academic achievement of students. The findings of study revealed that impact of teacher's behavior on the motivation of students is positively associated. The teacher motivation has great impact on student attitude, learning, understanding and mental development. Therefore, policy makers, curriculum designers should focus on motivation of students.

8. Recommendations

- Teachers should keep themselves up-to-date with new trends in school teaching approaches and learning environment.
- Teachers should organize motivational seminars for students and parents.
- School environment is developing personality of students. Therefore, the betterment of environment is necessary step for schools.
- School environment should enable students to develop their self-esteem.

- Extra circular activities should be conducted to support students in personality development.

Conflict of interest statement

The authors declare no conflict of interest.

About the Authors

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