



Exploring the Interplay of Teacher Attitudes, Classroom Behavior, and Student Motivation: A Comprehensive Study in University of Okara

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Abstract

This comprehensive study conducted at the University of Okara investigates the intricate interplay of teacher attitudes, classroom behavior, and student motivation. The study encompasses a sample size of (N= 338) participants within the university setting. Utilizing a correlation matrix, the research reveals significant positive associations between teacher and student attitudes, emphasizing the importance of a positive instructional environment. Furthermore, effective classroom behavior demonstrates positive correlations with both teacher and student attitudes, underscoring its role in shaping the overall learning experience. The findings of the study showed that student's attitudes are positively correlated with teacher's attitude. Effective classroom behavior is positively correlated with teacher's attitude this table also showed that effective classroom behavior is positively correlated with student's attitude motivational attitude negatively correlated with student's attitude and, motivational attitude is positively correlated with effective class room behavior Facilities to students in university negatively correlated with motivational attitude.

Keywords: Teacher Attitude, Motivation, Class Behavior

Introduction

The dynamics within educational settings are intricate and multifaceted, encompassing the interplay of various factors that collectively contribute to the learning experience. Among these factors, teacher attitudes, classroom behavior, and student motivation emerge as pivotal elements that shape the educational landscape. Teachers play a crucial role not only in imparting knowledge but also in influencing the attitudes and motivations of their students. Concurrently, the classroom environment, characterized by its behavioral dynamics, further molds the learning experience. Understanding the intricate connections between teacher attitudes, classroom behavior, and student motivation is essential for creating an enriching educational environment that fosters academic success and personal growth. This study embarks on an exploration of these interrelated elements, employing quantitative analyses to uncover the nuances of their relationships and shed light on their collective impact within the context of higher education. As we delve into this exploration, we aim to contribute valuable insights to the field of educational psychology and inform practices that enhance the overall quality of teaching and learning experiences. The study found a disparity in instructor behavior toward male and female students in social and natural sciences. Research has shown

that the civility of professors and the amount of time students dedicate to their studies substantially impact academic progress. The research proposed that professors should maintain impartiality regarding gender when teaching, and students should allocate more time to their academic pursuits (Farid et al., 2019).

The importance of this extensive research carried out at the University of Okara lies in its capacity to elucidate the complex network of connections between teacher attitudes, classroom behavior, and student motivation, especially adapted to the unique setting of this educational institution. The study aims to get detailed knowledge of the interactions that influence the educational experience at the University of Okara. It strives to uncover important dynamics for developing successful teaching and learning practices. This research is of great significance to educators and administrators, as it provides valuable insights that may guide evidence-based choices to improve the quality of education. The results could facilitate the development of focused interventions, faculty training programs, and the adoption of teaching methods that are in line with the unique requirements and characteristics of the University of Okara. This would ultimately enhance the educational setting and promote academic achievement among its diverse student population. Moreover, the results of this study might have wider ramifications for educational establishments grappling with comparable difficulties, establishing a basis for comparison evaluations, and promoting the progress of optimal methodologies in higher education. The objectives of the study are as follows:

- To investigate the various dimensions of teacher attitudes at the University Level
- To Scrutinize the behavioral dynamics within classrooms, aiming to understand
- To Delve into the factors influencing student motivation at the University Level
- To offer practical insights and recommendations based on the study's findings

Literature of Review

The social context inside the classroom is crucial for fostering motivation and engagement among students, especially adolescents. Early adolescence is a critical period characterized by significant changes in attitudes and actions related to accomplishment (Carnegie Council on Adolescent Development, 1989, 1995; Eccles & Midgley, 1989; Eccles et al., 1993). Undoubtedly, some early teenage students experience a growth in self-reflection, autonomy, and identity discovery, resulting in new academic interests, enhanced self-regulated learning, and a solid dedication to school (Goodenow, 1993). Nevertheless, early puberty often signifies the start of a decline in academic performance for several youngsters. Young adolescents exhibit higher levels of self-doubt regarding their academic abilities, question the significance of their schoolwork, and reduce their overall effort toward academics compared to other age groups (Anderman & Maehr, 1994; Carnegie Council on Adolescent Development (Eccles et al., 1993). The current research investigates alterations in the motivation and involvement of young adolescents as they go from seventh to eighth grade within the same middle school. Studies using a stage-environment fit approach suggest that the most favorable growth and progress for teenagers will occur in an educational setting that is well aligned with their developmental requirements for a comprehensive analysis). To cater to the developmental needs of young adolescents, it is necessary to address their growing need for independence, their tendency to think about abstract concepts such as fairness, their increased requirement for positive and supportive relationships with both peers and adults who are not their parents, and their heightened self-awareness and sensitivity towards comparing themselves with others (Nicholls, 1990). Environments that are responsive to these changes have been linked to better student outcomes, while environments that do not meet the needs of young adolescent students have been linked to poorer outcomes (Midgley

& Feldlauer, 1987; Midgley et al., 1989). Below, we delineate many facets of the social dynamics inside the classroom.

Researchers have delineated teacher support with slight variations (Fraser & Fisher, 1982; Midgley et al., 1989; Skinner & Belmont, 1993). However, it typically encompasses attributes such as compassion, affability, empathy, commitment, and reliability. Teacher support encompasses the degree to which students see instructors as valuing and fostering personal connections with them. There is a correlation between students' success motivation and their perception of teacher assistance. Students who view their teacher as supportive experience increased interest and enjoyment in their schoolwork (Goodenow, 1993; Fraser & Fisher, 1982; Midgley et al., 1989; Skinner & Belmont, 1993). Additionally, (Felner et al., (1985) develop a more positive academic self-concept and have higher expectations of classroom success (Goodenow, 1993). During adolescence, nonparental individuals play a crucial role as role models and providers of support, as highlighted by Midgley et al. (1989). Research conducted over an extended period has shown that the perception of teacher support significantly impacts students' motivating beliefs throughout junior high school rather than elementary school (Midgley et al., 1989). Based on this study, we anticipate a favorable correlation between teacher support and students' academic effectiveness. Expectations are that students' concern over task engagement will reduce due to instructor supportiveness and trust in the availability of aid when required. Anxiety has a detrimental effect on self-regulated learning, as stated by Pintrich and De Groot (1990). Therefore, teacher assistance will likewise have a favorable correlation with students' self-regulated learning. Furthermore, students' impressions of teacher support will enhance their social efficacy towards the instructor and diminish disruptive conduct inside the classroom.

Teachers may differ in the ideals they convey to students about interacting with and respecting their classmates. Research conducted in 19 classes observed significant variation in the relationships between students and between the instructor and pupils (Anderson et al., 1988). While many classes exhibited reasonable and amicable connections and numerous prosocial and cooperative exchanges, other classrooms had an unfavorable emotional atmosphere, with frequent negative student interactions such as squabbling, criticism, and insults. The perception that the instructor fosters mutual respect in the classroom will likely enhance students' sense of psychological safety and comfort, reducing anxiety and their fear of making errors. Thorpe, and Meyer (1998) explained that students who experience anxiety or worry about making errors are less inclined to actively and strategically participate in their academic tasks. According to resource allocation theory, this phenomenon might be attributed to the negative emotion that leads to increased thoughts unrelated to the job. This overload of working memory results in a decrease in the amount of cognitive capacity available (Ellis & Ashbrook, 1987). Therefore, a classroom setting where the instructor encourages mutual respect would enhance students' ability to manage their learning and improve their academic effectiveness.

Moreover, prioritizing respect should foster a setting where students engage in constructive communication and have a sense of effectiveness in their social interactions. Since Students are often characterized by heightened self-awareness and susceptibility (Elkind, 1967; Harter, 1990), fostering mutual regard might be particularly advantageous for teenagers' adaptive social behavior in educational settings. Hence, fostering in the classroom will positively correlate with social efficacy among peers and the instructor while negatively correlating with disruptive conduct.

Methodology

The students in this study participate in a large-scale longitudinal study examining the exploration of the interplay of teacher attitudes, classroom behavior, and student motivation. Students were recruited from two universities in the district of Okara. Data for the current study were collected from a subsample of the University of Okara and the Agriculture University Depalpur campus. The participants in this study were 190 students from the University of Okara and 148 from the Depalpur campus of Agriculture University. The survey method was used to approach the study.

Results and Analysis

Table 01
Demographics Information of Teachers

Demographic Variables		Participants Response	
		Frequency	% Age
Gender	Male	155	45.8
	Female	183	54.1
Locality	Urban	160	47.3
	Rural	178	52.6
University	University of Okara	190	56.2
	Agriculture University		
	Sub Campus	148	43.7

Table 01 showed the demographic profile of the respondents. The table displays that 45.8% were male and 54.1% were female. 54.1% were belong to urban and 52.6% were from rural. 52.2% participants were selected from university of Okara and 43.7 % were from Agriculture University Sub Campus Depalpur.

Table 02
Correlation matrix of selected variables

Variables	1	2	3	4	5
Teacher's Attitude	-				
Student's Attitude	.401**				
Effective Class Room Behavior	.722**	.427**			
Motivational Attitude	-.328**	-0.09	-.213**		
Facilities to Students in University	.331**	-0.088	.123*	-.356**	-

*, p>.05, **, p<.001

Table 02 comprised the results of the Correlation matrix of selected variables. the table showed that students attitudes is positively correlated with teacher’s attitude. effective classroom behavior is positively correlated with teachers attitude this table also showed that effective classroom behavior is positively correlated with students attitude motivational attitude negatively correlated with students attitude and, motivational attitude is positively correlated with effective class room behavior Facilities to students in university negatively correlated with motivational attitude.

Table 03

Linear Regression Predictors of Education

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	26.730	2.649		10.090	.000
Motivational Attitude	.399	.082	.274	4.878	.000
Teacher's Attitude	.120	.023	.444	5.165	.000
Student's Attitude	.123	.039	.182	3.125	.002
Effective Class Room Behavior	.121	.057	.174	2.114	.035
R	.483				
R Square	.233				
Adj. R Square	.222				

Table 03 comprised the results of the stepwise linear regression. The value of R square (0.233) showed that the variables accounted for by 23% in the data. The results of the One Way Analysis of variance is also significant $F(4, 276)=1846.365, p<.05$. The results showed that motivational attitude ($B = 0.399$), teachers attitude ($B = 0.120$), students attitude ($B = 0.123$) and effective class room behavior ($B = 0.121$) significantly predicted education ($p<.05$).

Discussion

The findings of this study underscore the intricate relationships among teacher attitudes, classroom behavior, student motivation, and their collective impact on inclusive education at the University of Okara. The positive correlation between teacher and student attitudes suggests that a positive disposition among educators may contribute to a more favorable attitude among students. Furthermore, the positive correlation between effective classroom behavior and both teacher and student attitudes highlights the importance of a conducive learning environment in fostering positive attitudes.

Interestingly, the negative correlation between motivational attitude and student attitudes, coupled with the positive correlation with effective classroom behavior, suggests a nuanced interplay. It implies that while a motivational approach may not always align with immediate positive student attitudes, it may positively influence the overall classroom environment and, subsequently, student attitudes. This duality emphasizes the complexity of motivational strategies and their varied impacts on the educational experience.

The stepwise linear regression provided valuable insights into the predictors of inclusive education, with motivational attitude, teacher's attitude, student's attitude, and effective classroom behavior emerging as significant contributors. The substantial predictive power of these variables, as indicated by the R square value of 23%, underscores their collective influence on the inclusivity of education at the University of Okara.

The practical implications of these findings are noteworthy for educators and administrators. Focusing on fostering positive teacher attitudes, promoting effective classroom behavior, and implementing motivational strategies can collectively enhance the inclusivity of education. This is particularly relevant in a university setting, where the quality of the learning experience significantly impacts academic success and personal growth. As we consider the broader implications, this research contributes to the field of educational psychology by offering a nuanced understanding of the factors shaping inclusive education. Future studies may delve deeper into the specific mechanisms through which these variables interact, allowing for more targeted interventions and strategies to further optimize the learning environment at the University of Okara and beyond. Overall, this study serves as a valuable foundation for ongoing discussions and advancements in the field of educational research and practice.

Conclusion

The complex relationship between instructor attitudes, classroom conduct, and student motivation, as well as their combined effect on inclusive education, is shown by this extensive research. A significant link between successful classroom conduct and teacher and student attitudes was also shown by the correlation matrix and good relationships between students and teachers' attitudes. Motivating attitudes displayed complicated interactions, a positive correlation with effective classroom conduct, and a negative correlation with student attitudes. In the following stepwise linear regression, motivational attitude, teacher attitude, student attitude, and successful classroom conduct were significant predictors of inclusive education. By explaining 23% of the variation in inclusive education, the model highlights the significant role these variables have in defining the current state of education.

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