



## EFFECT OF TEACHERS' BEHAVIOR ON STUDENTS' MOTIVATION AND ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL

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### Abstract

*The effect of the teachers' behavior is investigated on the students' motivation and their achievement. The Positivist paradigm has been used for this study. There were 450 secondary students from 12 secondary schools for boys and 6 secondary schools for girls at Kot Radha Kishan who participated in the study. The sample for this study has been selected with the help of Cluster sampling. The "Teachers' Behavior Assessment Scale" was adapted from (Shah, 2009) and used by the researcher for measuring the teachers' behavior. This was a five point Likert's rating scale with 38 items having 0.84 Cronbach's Alpha which shows its high reliability. Similarly, "Students' Motivation Scale" has been used by the researcher to measure the students' motivation. This was also a five point Likert's rating scale with 40 items bearing 0.78 Cronbach's Alpha value which is accepted. On the other hand, the students' annual scores in BISE exams have been used for the purpose to measure their achievement in academics. The data have been analyzed while utilizing the Mean, Standard Deviation has been used along with the Skewness and Kurtosis whereas the Linear regression analysis was also used for the purpose of the analysis. Based on the results, it has been revealed and concluded that the teachers' behavior has a positive moderate effect on the secondary students' motivation and academic achievement. On the basis of the results, it has been recommended that the teachers should adopt the facilitative behavior with students regarding their learning. Furthermore, the teachers' training institutes should conduct such seminars to aware the teachers with the effect of their behavior on the students' motivation and their academic achievement.*

**Keywords:** Teachers' behavior, students' motivation, students' achievement

### Introduction

Throughout all of the professions in the world, the teaching is one of the prominent professions. The teachers' are those individuals who not only teach, mentor and guides the students for the better adjustment to the society (Zulfiqar, 2019). Rather, they also makes the difference in the students' life regarding their knowledge and character while influencing them with their behavior. The learning is not only affected by the taught curriculum, rather the hidden curriculum also affects the students' learning and personality (Tatlah, 2015). The exam preparation can be done with the help of teachers'

formal teaching during the classroom hours. However, the students' personality cannot be development completely unless the teacher influence the students with the practical examples of their own behavior. The students may remain unable to be punctual and honest unless the teacher do not practice the punctuality and honesty through own behavior (shahzad & Naureen, 2017).

The teachers' behavior also can makes a difference regarding the students' motivation for learning. If a teacher's behavior is facilitating for the students to learn, the students' would also pay the attention regarding learning the lessons (Zhang, Solmon, & Gu, 2012). But if in inverse, the teacher doesn't pay any serious attention regarding motivating the students, this may cause the students to take less interest in the academics and decrease in the students' motivation (Tournaki & Podell, 2005).

The motivation from the teachers' side and their behavior are the best attributes that predict about the student academic performance. It is seen that with a solicitous environment, the students produce better achievement (Afzal, Ali, Khan, & Hamid, 2010). The better achievement is attained by ones' who were striving to achieve higher caused by the highest motivation. If the teachers are not willing to learn and teach enthusiastically while motivating the students, it is bald-faced that the students are also not going to learn either ( Al-Alwan & Mahasneh, 2014).

The effect of teachers' behavior is present with in the classroom as it has a great importance and effect on the students' academic achievement. It is noted that teachers who are more capable, have a positive impact on the students' lives than that of those teachers who are not capable and proficient. Praising the student in front of class is one of the most important form of motivation as it satisfies the student's work and performance (Anwer, 2019). Teacher should teach the self-monitoring techniques to the students so that they may remain aware of their progress in learning. This leads them towards the motivation and better performance because they keep tracking their progress in the learning and the task conduction. This increase their efficiency and their progress as well (Ding & Sherman, 2006).

The social agents (teachers, peers and parents) play an integral role in enhancing the academic achievement of school students. The behavior of a teacher is the most effective reinforce to improve students achievement ( Al-Alwan & Mahasneh, 2014). Teaching and learning is a process in which the teacher and students interact with each other through the subject matter. The most significant among the aforementioned is the teachers' behavior. The more their behavior is facilitative towards the students' learning, the more students would be able to learn (Alexander, 2020).

Teachers should be interested in students' motivation to learn and better achievements. The teachers' attitude and their trust in teaching is very important for the classroom environment and also for the students' motivation and achievements. Teacher is an important figure in education and teaching and learning activities (Alrefaei, 2015). Teacher is a very responsible figure, who works in the institutions and also prepares the students to gain cognitive and behavioral objectives within the range set by the educational system of the institution. The vital variable in teaching learning process in the classroom is not only the student but also teacher is very important for good teaching learning process. Further teaching is not merely to explain and telling but beyond it (Alvarez-Nunez, 2012).

The most fundamental role and principles of teaching are to provide support to the students by the teacher. A teacher should put his/her life changing anticipations for the motivation of the student in learning process (Anwer, 2019). While, if the teacher has positive behavior in the class it creates positive impact on students, it also enables for the teacher to reflect on the positive behavior of students as it plays a stronger role than the negative ones (Aslam & Ali, 2017).

The teachers are expected to be a model for the students. They are important to the youth in shaping and orienting their present and future growth. These paramount duties can neither be overlooked nor underrated their influence permeates inside and outside the classroom because they are at the same time private citizens and public figures (Augustyniak, et al., 2016). No one can deny of the teachers' influence on the students' personality development as well as their motivation and progress in education. The students are influenced by their teachers by different factors including their verbal ability, teaching skills and their behavior as well. All of these factors work together to lead the students towards the success. Among all their behavior and teaching skills are prominent (Bal-Taştan, et al., 2018).

If we want our student to progress better than he needs to be encouraged. Provide preparation, encouragement, motivation and awareness of their role and take an active part in the whole learning process (Broussard & Garrison, 2004). Teachers need to be aware of their basic role in education. At the secondary school level, the teacher should act as a good motivator and encourage the whole educational activity of the students (Bandura, 1997). Motivation enhances the learning process of the students and promotes positive thinking and attitude towards learning and achievements. The teachers' behavior and their technique for teaching can closely impacted the student's achievements (Chacon, 2005).

Rashid & Zaman (2018) sampled the university students for conduction of their study and found a positive relationship between the university students' performance and their teachers' behavior. They found that the teachers' verbal as well as the non-verbal behavior both affects the students' performance regarding the academics.

Flitcroft (2016) sampled the high school students and found based on the results that the students' academic performance has a significant relationship with their teachers' behavior. The teachers' facilitating behavior was found to be positively related with the students performance.

Loes, Saichaie, Padget, & Pascarella (2012) conducted the study while taking the college students as the sample for the study. It was revealed on the basis of the results that the teachers' behavior has a strong relationship with the students' performance regarding the learning.

Shah (2009) investigated the related phenomenon while taking the university teachers and students as the sample for the study. It was revealed based on the results that the teachers were found very enthusiastic regarding their duties and they instill the confidence and enthusiasm in their students as well. Similarly, their positive behavior and students' achievement was found positively and highly related with each other.

This study have been conducted because there was a grey area related to the phenomenon in Pakistan. So, this study was conducted in the public schools at Kot Radha Kishan which is a district of Kasur city. There are four districts of Kasur city. However, the aforementioned city has been chosen by the researcher as there was lack of resources faced by the researcher and it was the place where the researcher has easy approach and was working there as a school teacher as well. There are total 12 high schools where boys have been given the education till secondary level and 6 schools for the girls for their secondary education. These schools are being run by the School Education Department, Government of Punjab (SED, 2022).

### Methodology

This research has been conducted with an intent to maintain the objectivity of the results. Therefore the Positivist paradigm has been used. The independent variable for this study was the “teachers’ behavior” whereas the “students’ motivation” and their “academic achievement” were the dependent variable. As far as the manipulation of the variable is concerned, that’s not in the researcher’s hand. This was an Ex-Post-Facto research being the inferential one as the researcher didn’t manipulated the variables. All the students enrolled in the secondary classes at Kot Radha Kishan were included in the population for this research. There were 12 secondary schools for boys and 6 secondary schools for girls (SED, 2022). The sample for this study has been selected with the help of Cluster sampling. There were 18 clusters out of which 50% have been included in this study. There were six secondary schools for boys whereas three secondary schools for girls have been selected. Each school has the enrollment of 50 secondary students enrolled in class 10<sup>th</sup>. There were 450 students including 300 male were as 150 female who have been selected for this study. The “Teachers’ Behavior Assessment Scale” was adapted from (Shah, 2009) and used by the researcher for measuring the teachers’ behavior. This was a five point Likert’s rating scale with 38 items having 0.84 Cronbach’s Alpha which shows its high reliability. Similarly, “Students’ Motivation Scale” has been used by the researcher to measure the students’ motivation. This was also a five point Likert’s rating scale with 40 items bearing 0.78 Cronbach’s Alpha value which is accepted. On the other hand, the students’ annual scores in BISE exams have been used for the purpose to measure their achievement in academics. For the purpose of the data collection, the researcher visited the secondary schools himself.

### Data Analysis and Results

The data have been analyzed with the help of Descriptive Statistics (Mean, Standard Deviation, Skewness and Kurtosis) and Inferential Statistics (Pearson’s r and Linear regression) in SPSS 22.0.

Table 2 *Descriptive Statistics*

	M	SD	Skewness	Kurtosis
Teachers’ Behavior	87.96	8.66	-.84	.53
Secondary Students’ Motivation	78.93	7.04	-.63	.42
Secondary Students’	4.31	1.13	-1.77	2.26

Achievement

The results taken from the Table 2 shows that Mean and Standard Deviation for the teachers' behavior are 87.96 and 8.66 respectively along with -.84 Skewness and .53 Kurtosis. Similarly, the Mean and Standard Deviation for the secondary students' motivation are 78.93 and 7.04 respectively along with -.63 Skewness and .42 Kurtosis. On the same pattern, the Mean and Standard Deviation for the secondary students' achievement are 4.31 and 1.13 respectively along with -1.77 Skewness and 2.26 Kurtosis. As per the results, it can be seen that the data is normally distributed because the Skewness and Kurtosis of teachers' behavior, secondary students' motivation and secondary students' achievement are up to  $\pm 2$  for skewness and  $\pm 7$  for kurtosis, which is the acceptable range.

Table 3 *Correlation between Teachers' Behavior and Secondary Students' Motivation*

	Teachers' Behavior	Secondary Students' Motivation
Teachers' Behavior	1	.502**
Secondary Students' Motivation		1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson's r was applied to the data to investigate the effect of the teachers' behavior on students' motivation. The results show that there is a positive moderate effect of the teachers' behavior on the secondary students' motivation as  $r = .502$  with  $p = .000$  ( $p < .001$ ). Therefore, the  $H_0$ : "There is no significant relationship between the teachers' behavior and students' motivation" has been rejected.

Table 4 *Effect of Teachers' Behavior on Secondary Students' Motivation*

R Square	Adjusted R Square	df	F	Sig.
.252	.250	1	151.03	.000

After the confirmation of the linear relation between the teachers' behavior and secondary students' motivation, the Linear regression has been applied to the data. The results taken from the Table 4 show that there exists 25% variance in the teachers' behavior and students' motivation. The results shows the fitness of the model as  $F = 151.03$  along with  $p = .000$  ( $p < .005$ ).

Table 5 *Coefficient of Regression Reflecting the Effect of Teachers' Behavior on Students' Motivation*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	43.05	2.93		14.67	.000
Behavior	.408	.033	.502	12.29	.000

Based on the results taken from Table 5, it is revealed that the independent variable has a moderate effect on the dependent variable as  $b = .502$  with  $p = .000$  which is less than  $.005$ . Therefore, the **“*Ho: There is no significant effect of the teachers' behavior on the students' motivation*”** is rejected.

The Histogram stated below shows the normality of the concerning data.

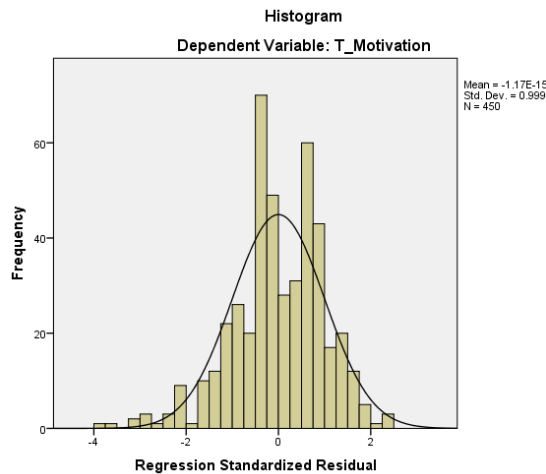


Figure 1 Histogram of Secondary Students' Motivation

Table 6 *Correlation between Teachers' Behavior and Secondary Students' Achievement*

	<i>Teachers' Behavior</i>	<i>Secondary Students' Achievement</i>
Teachers' Behavior	1	.389**
Secondary Students' Achievement		1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson's  $r$  was applied to the data to investigate the effect of the teachers' behavior on students' motivation. The results show that there is a positive moderate effect of the teachers' behavior on the secondary students' achievement as  $r =$

.389 with  $p=.000$  ( $p<.001$ ). Therefore, the  $H_0$ : “There is no significant relationship between the teachers’ behavior and students’ achievement” has been rejected.

Table 7 Effect of Teachers’ Behavior on Secondary Students’ Achievement

R Square	Adjusted R Square	df	F	Sig.
.151	.149	1	79.78	.000

After the confirmation of the linear relation between the teachers’ behavior and secondary students’ achievement, the Linear regression has been applied to the data. The results taken from the Table 7 show that there exists 15% variance in the teachers’ behavior and students’ achievement. The results shows the fitness of the model as  $F = 79.78$  along with  $p=.000$  ( $p<.005$ ).

Table 8 Coefficient of Regression Reflecting the Effect of Teachers’ Behavior on Secondary Students’ Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	-.159	.503		-.317	.751
Behavior	.051	.006	.389	8.932	.000

Based on the results taken from Table 8, it is revealed that the independent variable has a moderate effect on the dependent variable as  $b = .389$  with  $p=.000$  which is less than .005. Therefore, the “ $H_0$ : There is no significant effect of the teachers’ behavior on the students’ achievement” is rejected.

The Histogram stated below shows the normality of the concerning data.

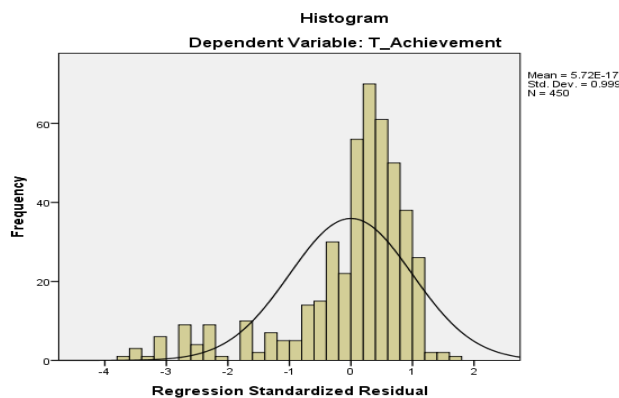


Figure 4.2 Histogram of Secondary Students’ Achievement

## Conclusion

Based on the results, it has been revealed and concluded that the teachers' behavior has a positive moderate effect on the secondary students' motivation and academic achievement.

## Discussion

The findings of this study has supported the findings of Rashid & Zaman (2018) who sampled the university students for conduction of their study and found a positive relationship between the university students' performance and their teachers' behavior. They found that the teachers' verbal as well as the non-verbal behavior both affects the students' performance regarding the academics.

The findings of this study has also supported the findings of Flitcroft (2016) who sampled the high school students and found based on the results that the students' academic performance has a significant relationship with their teachers' behavior. The teachers' facilitating behavior was found to be positively related with the students performance.

The findings of Loes, Saichaie, Padget, & Pascarella (2012) are also supported by this study who conducted the study while taking the college students as the sample for the study. It was revealed on the basis of the results that the teachers' behavior has a strong relationship with the students' performance regarding the learning.

Shah (2009) investigated the related phenomenon while taking the university teachers and students as the sample for the study. It was revealed based on the results that the teachers were found very enthusiastic regarding their duties and they instill the confidence and enthusiasm in their students as well. Similarly, their positive behavior and students' achievement was found positively and highly related with each other. These findings are also supported by the findings of the current study.

## Recommendation

On the basis of the results, following recommendations have been made.

1. The teachers should adopt the facilitative behavior with students regarding their learning.
2. The teachers' training institutes should conduct such seminars to aware the teachers with the effect of their behavior on the students' motivation and their academic achievement.

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