Impact of Teachers’ Behavior on Students’ Motivation and Learning at Elementary School Level in Tehsil Jampur District Rajanpur

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Abstract
This research was conducted to investigate the “impact of teachers’ behavior on students’ motivation and learning at the elementary school level.” Teachers behave well to create a positive and supportive classroom learning environment. Teachers’ conduct can influence students’ motivation and learning in many ways. The objectives of the study were: 1) to identify the impact of teachers’ behavior on students’ motivation; and 2) to identify the impact of teachers’ behavior on students’ learning. The nature of the study was a mixed-methods design. The study was limited to the district of Rajanpur, male elementary schools, 6th, 7th, and 8th grades only. The target population of the study was all the elementary public school’s teachers and students in the district of Rajanpur. The sample of the study was 433 elementary school male students and 10 elementary school male teachers. The respondents were selected through a simple random sampling technique. A self-developed, closed-ended questionnaire for students and an interview protocol for teachers were developed by the researcher. The questionnaire and interview
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were finalized after conducting a pilot test. The students’ questionnaire was designed on a five-point Likert scale. The Cronbach alpha reliability was 0.885. The data was collected, organized, tabulated, and analyzed using percentage, mean, standard deviation, chi square, and Pearson correlation through SPSS version 29.0. The findings of the study were based on objectives. It was found that teachers positive and friendly behavior at the elementary school level impacted students’ motivation and learning positively. According to the salient conclusion of the study, teachers create an inclusive and positive learning environment through their kind behavior. Most students were more engaged and enthusiastic about their teachers’ cooperative classroom environment. Most of the teachers were well aware of the positive atmosphere in the classroom and provided standard teaching methodologies for elementary students. The study recommended that elementary school-level teachers show kind behavior in the classroom for better academic outcomes for the students. It was recommended that teachers create a positive classroom environment by paying extra attention to their students.

Keyword: Teachers’ Behavior, Students’ Motivation, Students’ Learning

Introduction

The word “behavior” refers to the physical results of how well teachers and students do in various school-related tasks. Positive or negative, successful or unsuccessful behavior is possible. The necessary results come from effective behavior. As an action, behavior changes depending on the situation. Thought, emotion, and action are the three different types of behavior. Most often, behavior is also referred to as cognitive, emotional, or psychomotor. According to effective teachers are also expected to manage schoolroom conduct, carry out correct teachings, raise critical intellectuals, and build passionately helpful atmospheres that support students’ social and emotional growth. Teachers’ conduct can influence students’ motivation. An excellent teacher should be dedicated to his job and have the initiative to take care. From an attitudinal perspective, a teacher’s personality plays a big role in how
they behave and how well their students do. Teachers must possess the skills of effective communication, empathy, and the capacity for lifelong learning. The influence of teachers on the motivation and learning of their students can be seen in their behavior. Both positive and poor teacher behavior can be seen in the learning environment. The activity, or behavior, varies depending on the situation. According to, being motivated is vital to achieving your goals. For goals to be successfully attained, motivation is critical. Students are motivated to learn and succeed in their academic activities. Any form of inspiration, such as motivation, can aid someone in achieving their objectives. There are various interpretations of what motivates people. Motivation is defined as an inner desire that propels people to engage in an activity due to the satisfaction it provides. According to another perspective on motivation, learning that is goal-directed stimulates and directs people in a certain direction. Students who are driven to learn are more likely to accomplish the objectives set for them.

The two types of motivation are intrinsic and extrinsic. Extrinsic motivation places emphasis on "physical rewards." Aiming at understanding, intrinsic motivation transforms into a vital source of job enjoyment and a reward itself, even in the absence of a tangible reward. Extrinsic motivation, in comparison, is described as an interior impulse. According to theories of positive motivation, this reaction consists of enthusiasm and optimism for the task at hand. Negative motivation is the idea that you must finish the activity against your desires in order to avoid the unfavorable outcomes that would result from failing to do so. Students’ experiences have both positive and negative motives, both of which are significant and merit consideration in the context at hand. The way that teachers act can have an impact on how motivated students are to learn. Students will pay attention to learning lessons if a teacher behaves in a way that makes it easier for them to do so. However, if the teacher fails to seriously focus on encouraging the students, this may result in the pupils showing less interest in their academics and a decline in their drive. Students’ need to view their participation in the learning process as a self-determined action that represents their own interests, choices, and values if they are to feel a sense of autonomy. Teachers can encourage students to contribute ideas about the subject matter of a lesson (e.g., reserve time in the lesson for
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substantive questions or students’ interests). Let students take the initiative and engage in exploration, provide a limited number of meaningful choices, and offer meaningful justifications in order to foster this need. Investigation of teacher-student interactions in a classroom setting have long been a priority. Students’ impressions of their teachers’ interpersonal behavior were mapped using the model of interpersonal teacher behavior, a generic model for interpersonal relationships. Since its introduction, the MITB has gained prominence on a global scale, as shown by the extensive use of a tool created to assess MITB behavior in schools. One of the key events for students’ academic and social-emotional development is the classroom, which has long been recognized. Students spend many hours in their classrooms learning new information and abilities, developing appropriate behavior, and possibly even developing a sense of self. Students express emotions.

The most important element in fostering students’ enthusiasm and learning is teacher behavior. The teachers supportive conduct and the students’ view of their own independence are both positively correlated with the students, motivation and self-determined learning. The teaching methods used by the teachers, on the other hand, are determined by their goals, which unquestionably also improve student learning and motivation in the classroom. This combination of teacher approaches and self-reliance is beneficial for involving students physically and actively in the educational process.

Statement of the Problem
This problem statement was also seeking to understand the connection between the impact of teachers’ actions on students’ motivation. Since elementary school pupils are still in the beginning stages of their educational career, that level will receive special attention. It was concentrated particularly on elementary school, where children are just beginning their educational journeys. By examining teachers’ behavior, the statement aimed to determine how certain teaching practices, interactions, and approaches can influence students’ motivation positively or negatively.

Objectives of the Study
The study concentrated following objectives:
1. To identify the impact of teachers’ behavior at elementary school level
2. To identify the extent of the motivation of students.
3. To identify the impact of teachers’ behaviors on students’ motivation.

Research Questions
The study concentrated following research questions:
1. Is there a visible connection between the teachers’ behavior and the students’ motivation?
2. What is the motivation level of the students in result of teachers’ behavior?
3. How do intrinsic and extrinsic motivation motivate the students?

Hypothesis
1. H1: There is a significant and positive relationship between teachers’ behavior and its impact on students’ motivation.
2. H2 There is a significant and positive relationship between teachers’ behavior and its impact on students learning.

Literature Review
The literature review explored the impact of teacher behavior on students’ motivation at the elementary school level. According to12, a study titled “Teachers’ Behavior Towards Students’ Motivation Practice” aims to clarify how teachers’ behavior in relation to student motivation is related to student-teacher interactions. The study’s objective was to examine teachers behave and how it effects how they motivated their students’. In order to better comprehend this practice, a qualitative research design was used for the project. According to the study, the teachers were effective at inspiring pupils to participate in class activities.

Teachers’ Behavior and its Role
The differences in the performance of pupils taught by various teachers can be explained by focusing primarily on the personality structures of teachers.13 Every critical stage of a student’s development is followed by the teacher. Spending more time with pupils in the classroom will make you one of the most powerful figures in their lives. The role of the teacher goes beyond the classroom; it also includes counseling, listening to student concerns, and educating pupils about their future. Children will learn from the teacher after
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their parents. A teacher can serve as an example for students. The teaching and learning processes that take place in the classroom might be influenced by the teacher. There is no doubt that the teacher plays a significant and critical role in learning. Teachers have a significant impact on classroom and other school-related activities.14

Teacher’s Behavior Types
According to, being a successful teacher in the educational system requires understanding the communication process as well. Students will feel loved and cared for and that the teacher is working for their benefit if the teacher makes an effort to comprehend their emotions, such as interest and worry. 1. Reaction patterns and behavior 2. Behavior in associations 3. Multidimensional discrimination 4. Chains of behavior 5. Classification of classroom behavior 6. Fundamentals behavior 7. Techniques/Strategies

Teachers Negative Behavior and Students Motivation
This modal served as a foundation for the current study, which defined negative teacher behavior as consisting of two measures: 1) admonishing behavior, when the teacher is very dominant and oppositional; and 2) unsatisfied behavior, when the teacher is somewhat submissive yet strongly oppositional.15 Teachers must connect with students during nearly all classroom activities for a variety of reasons.

Teacher Discouraging Attitude and Student Demotivation
Demotivation is a term used to describe a students’ resistance to learning. Demotivation is brought on by outside factors. Prior to this, motivation must exist since demotivation is the progressive loss of motivation. In other terms, motivation or demotivation can refer to a lack of motivation. As a result of not being able to fully comprehend the lectures where the use of the local instruction is required, a demotivated student believes that studying in local instruction pointless. As a result, they lack motivation.16

Kinds of Motivation
According to the Self-determination Theory (SDT), there are two possible motivations for learning: intrinsic and extrinsic. Extrinsic motivation and intrinsic motivation are the two main categories of motivation.

Extrinsic Motivation
In this case, extrinsic motivation can result from a wide range of external causes. Such as the desire for financial gain, the pressure to pass an exam, or the prospect of moving up a level in the future (Borah, 2021).

**Intrinsic Motivation**

Biological, emotional, spiritual, or social stimuli are all examples of internal, or person-centered, stimuli. There are no external incentives in this situation. Self-gratification and personal-fulfillment are the driving forces behind the activity. Curiosity and a desire to take on difficulties could be its defining characteristics. An individual’s interest in or enjoyment of an activity serves as the source of intrinsic motivation. It originates from within the person and is not dependent or outside forces. Students are driven to participate in academic activities by their own interest drive, or intrinsic motivation.

**Motivation in Education**

Motivation aims to provide direction in helping people understand their behavior and the effort they put forth in various activities. Although the idea of motivation is explained in the literature using a variety of definitions, it is typically defined as the internal state or condition that serves to activate, direct, and sustain conduct. A students’ tendency to find academic activities relevant and useful and to attempt to get the intended academic benefits from them is referred to as their desire to study. Any procedure that initiates and keeps up a learning habit can be said to be motivated. Recent motivation studies have changed away from being conducted from a behaviorist perspective, which stresses the influence of external elements like incentives and punishment, and forwarded a social cognitive view, which places a focus on the relevance of students’ view.\(^\text{17}\)

**Students’ Motivation**

The energy, drive, and desire that forces pupils to carry out specific acts are referred to as students’ motivation. This may also be the path that draw children into particular behaviors, encourages them to repeat those behaviors, or steers them away from particular behavior. Students’ motivation is essential to their success and performance in school. Previous research has shown that children’s who are less driven exhibit more negative behaviors and emotions, participate less in class, and perform poorly academically as a result.\(^\text{18}\)

**Motivation Process**
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According to 19 Every person has these three fundamental, innate psychological needs: according to research, gratifying one’s needs for autonomy competences, and relatedness which relate to one’s desire to feel accepted by others and included in the group promote optimal functioning. Autonomy refers to the desire to feel ownership over one’s actions. Competences refers to the desire to feel effective when performing an activity.

Extrinsic and Intrinsic Reading Motivation 
Extrinsic and intrinsic motivation, which may be defined variously depending on the theoretical framework, are typically distinguished in reading research. The majority of reading motivation research based on the top theories in the field (self-efficacy theory, accomplishment goal theory, intrinsic motivation theory, and expectancy-value motivation), they not only offered a multidimensional method for interpretation motivation but also a tool for measuring it. This approach describes extrinsic motivation as a process of recognition, competition, or control, whereas intrinsic motivation is described as interest, involvement, or curiosity. 20

Reading and Performance Motivation 
Reading performance has continuously been favorably correlated with intrinsic reading motivation. Recent longitudinal research has also found inverse relationships between reading ability and intrinsic desire. It has also been demonstrated that reading behavior may act as a moderator of the impact of intrinsic reading motivation on reading achievement. Particularly, readers who read more frequently and for longer periods of time tend to have stronger intrinsic reading motivation. Reading proficiency can be raised by reading a lot. As a result, intrinsic motivation may influence reading success, either directly or indirectly.

Students’ Motivation Dimensions 
There are four main factors that influence pupils’ motivation, according to researchers. For a student to be motivated, at least one of these criterial needs to be met. The motivation will be higher if more and stronger requirements are met across more dimensions. These measurements are:

Competence
The student is certain that he or she is able to complete the assignment.

Autonomy
The learner keeps autonomy since they can choose whether or how to complete the assignment, and they feel in control because they can see a clear connection between their choices and the result.

**Value**
The student is somewhat interested in the assignment or recognizes its importance or value.

**Understanding**
When a task is completed, the student receives social benefits like a sense of acceptance into a group of people they want to be a part of or approval from someone in their social circle. The interaction of these factors along with other dynamics like the culture of the school and the home environment is highly complicated and varies not only across different kids but also within the same student in various contexts.

**Factors Influence Students Motivation**
The following authors was including some of the most attractive authors and their categorizations of aspects that affect learners’ motivation. The teaching approach, the students’ age, their aptitude, and their attitude are the most significant variables that influence the teaching and learning process. The last of these characteristics, attitude has the greatest impact on motivation since it has a direct connection to the learner’s social and educational environment (teachers, friends, and family). These factors that influence students’ motivation are:

**Teaching Learning Activities Process**
This factor is crucial since the activities created in class will have a significant impact on how interested the learner is in the subject.

**Students’ Results**
Positive results are viewed as a reward for the learner, whereas negative results are compared to a punishment. In this instance, motivation is the result of these findings. Students’ who receive positive final grades will be more motivated than those who receive grades.

**Internal Motivation**
This relates to the students’ intrinsic motivation for the subject as a result of prior experiences and application of the subject to daily life.

**External Motivation**
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The impact of outside stimuli like rewards and punishment refers to external motivation.

**Students Engagement**

Students’ involvement is a broad idea that comprises the behavioral, cognitive, and emotional characteristics connected to being intensely engaged in an activity. There are many ways that researchers have operationalized students’ participation. The majority of the studies, however, focus on two crucial aspects of students’ engagement.

**Relationship Between Teacher’s Behavior and Student’s Interest**

Their experience of learning will be significantly impacted by the teacher’s behavior and actions towards them. Students can be influenced by teachers’ behavior, how they learn in class, and their overall academic performance. Students’ enthusiasm for learning will increase when they are at ease with the teachers’ behavior and the classroom setting.

**Students Learning Behavior Factors**

According to, these elements influenced how students reacted to and perceived modifications in their learning and behavior. These factors are:

**Prior Knowledge**

The majority of the new students came from nearby schools or other educational institutions. As a result, they all had to follow the required educational modules at their organizations, which included the courses for lower classes. With the exception of secondary-level cross-over subjects designed to help students achieve a more uniform numerical backgrounds, each students’ degree of knowledge may be unique. Several students were struggling after taking one of our specific courses at the same time.

**Learning Opportunities**

Giving, describing, and structuring learning opportunities has a critical bearing on how students behave. Create teaching strategies during the delivery of learning experiences to help students become more familiar with their unique numerical thinking abilities and to support them in applying these abilities in academic work. The selection of a dynamic learning condition was made to aid in the use of the teaching strategies. The instruction focused on opportunities for learners to connect with scientific thinking processes and frameworks, communicate their knowledge, and develop teamwork skills.

**Practicing Thinking**
The description of the strategies used and the task plan have been provided elsewhere. The topics were arranged so that students could concentrate on the learning, in particular, to be able to distinguish the learning structure (definitions, certainties, hypotheses, properties, techniques, illustrations, etc.) and make clear the scientific forces used (practicing, summing up, guessing, portraying, etc.). The cases provided were also arranged in a way that would result in a comprehensive summary.

**Group Work and Communication**

We provided and created a supportive environment for dynamic learning and student-centered instruction, with a focus on students’ interest in and engagement with their learning, communication and group-working skills. These were based on the essentials for effecting dynamic realizing, which were speaking, paying attention, reading, writing, and reflecting.

**Rewards**

In the classroom, teachers should work to create a positive environment rather than a hostile one. Rewards play a crucial role in creating such an atmosphere. In the classroom, rewards are often used as a management tool. They strengthen or brighten the class program and focus attention on appropriate behavior. Rewards should emphasize the behaviors the teacher may want to encourage. These shouldn’t chew up a lot of class time with record-keeping or other administrative tasks. Teachers should receive incentives for noteworthy accomplishments, change, extraordinary efforts, good leadership, etc. before deciding to use them, they should consider the school’s arrangements. Early in the school year, teachers should let students know about prizes so that they are inspired to strive towards them.

**Punishment**

The use of punishment and praise is one of the most well-known problems in classroom setting. The most argumentative, often discussed, and frequently criticized subject among these is punishment. ‘Classroom’ raises some strange associations. A need to manage them is constantly expressed as new management concerns and problems emerged. There will always be students who violate classroom rules since no one can obey the rules consistently, no matter how they are. Punishment is used as a teachers’ strategy to maintain order in classrooms and schools. It receives widespread criticism from educators. Teachers who rely on punishment can only achieve limited and
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temporary success. When they are present, pupils may obey them out of fear, but when they are not present, they lose control.

Materials and Methods
This study discussed the research approach and process that were employed to look into the research problem. Examining how teachers’ behavior impact elementary school students’ motivation was the primary goal of the study. For this investigation, the following protocol was used: The research employed a mixed-methods methodology.

Research Design
The study has a mixed-method focus. The data was collected through the survey method as well as a questionnaire and interview protocol. According to, through mixed-method research techniques, more variables are used using a wide range of research procedures. By using this method, the researcher observes and measures the variables in this study.

Population
According to, a population is a set of complete people with specific characteristics. The target population of the study consisted of 10 public boys’ elementary schools in tehsil Jampur the district of Rajanpur. A total of 45 teachers and 1332 students from public elementary schools were the population of the study.

Sample and Sampling Technique
According to, a sample is the set of individuals who actually take part in the research. The sample of the study was 10 public boy’s elementary schools in each tehsil of district of Rajanpur. In 10 public boy’s elementary schools, 10 elementary school teachers and 433 elementary school students were sampled of the study. A simple random sampling technique was used for this research study.

Research Instruments
After going through the relevant literature review, one self-developed closed-ended questionnaire for students and one structured interview protocol for teachers were used. The researcher developed the questionnaire using a five point Likert scale based on the literature review and under the guidance of the supervisor, stated that a research tool is used by a scientist to find, measure, and examine the data. One closed-ended questionnaire for elementary students and one structured interview protocol for elementary teachers.
Reliability of Questionnaires
In order to evaluate the questionnaire’s validity and reliability, the researcher conducted a pilot study on it. Two public elementary schools were the sites of the pilot testing. The questionnaire was finalized after ten experts provided their opinions based on the results of the pilot testing. On the questionnaire, errors related to some items were left omitted. Using Cronbach’s alpha reliability was determined. The result of the Cronbach’s alpha as shown in the table given below.

Table 3.2: Cronbach Alpha Reliability of Questionnaire of Students

<table>
<thead>
<tr>
<th>Total Items</th>
<th>Cronbach Alpha Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>0.720</td>
</tr>
</tbody>
</table>

Results and Discussion
This chapter covers the responses rates in the data collection techniques as well as analysis the interpretation of the data collection using the study’s instruments. SPSS version 29.0.2.0 was used to examine the data. The data was analyzed using mean, percentage, standard deviation, and correlation. To arrange the information, the researcher, rank the statements in tabular form as follows: 1 denotes highly strongly agree, 2 agree, 3 indicate undecided, 4 indicate disagree, and 5 indicate severely strongly disagree. Therefore, one was the maximum achievable score in terms of mean.

Figure 1.1: Students’ responses about impact of teachers’ behaviour on students’ motivation
Figure 1.1 shows the impact of teachers’ behavior on students’ motivation. It was explored that 366 respondents strongly agreed. On item 1, the majority (84.54%) of students strongly agreed; on item 2, 51% strongly agreed; and on item 3, 63.96% strongly agreed. item 4, 56.83% strongly agreed, item 5, 66% strongly agreed, item 6, 80.36% strongly agreed, item 7, 69.51% strongly agreed, item 8, 66.28% strongly agreed, item 9, 62.12% strongly agreed, item 10, 60.5% strongly agreed, item 11, 54.5% strongly agreed, item 12, 56.12% strongly agreed, item 13, 72.9% strongly agreed, and item 14, 58.89% of students strongly agreed towards the students’ motivation in terms of teachers’ behavior at elementary school level. It means they were motivated by the teacher’s behavior towards their motivation for learning. Figure 1.2 students’ responses about impact of teacher’s behavior on students learning.
Figure 1.2 shows the impact of teacher behavior on students learning. It was indicated that item 1, shows the majority 88.91% of students strongly agreed, item 2, shows the majority 45.49% of students strongly agreed, item 3 shows the majority 71.13% of students strongly agreed, item 4 shows the majority 50.57% of students strongly agreed, item 5 shows the majority 66.74% of students strongly agreed, item 6 shows the majority 44.55% of students strongly agreed, and item 7 shows the majority 74.13% of students strongly agreed. Item 8 shows the majority 59.12% of students strongly agreeing, Item 9 shows the majority 64.66% of students strongly agreeing, and Item 10 shows the majority 71.82% of students strongly agreeing in the direction of students learning at the elementary school level. Most students tend to strongly agree with the arguments. Many of them strongly disagree with the arguments about the impact of teachers' behavior on students learning.

Figure 1.3: teachers interview responses about Teachers Positive Behavior and its Influence on students’ motivation
Figure 1.3 shows that the majority of the teachers' stated that their positive behavior towards the students was positive and soft, which increased a sense of positive impact on students’ motivation. Many teachers’ favored freedom of talking and conversation in the class. It increased the influence of healthy classroom outcomes and students extrinsic and intrinsic motivation.

Figure 1.4: teachers interview responses about impact of Teachers Behavior on Students Learning
Figure 1.4 shows that the majority of teachers stated that group discussion is very effective and useful for students' engagement and active participation in learning process at the elementary school level. Most teachers stated active-based learning for students' involvement in the teaching and learning process.

Table I.1: chi Square Analysis

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Df</th>
<th>(sig)</th>
<th>Crit ($\chi^2$)</th>
<th>Calc ($\chi^2$)</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Motivation</td>
<td>433</td>
<td>1</td>
<td>0.05</td>
<td>5.344</td>
<td>90.609</td>
<td>Accepted</td>
</tr>
<tr>
<td>Students Learning</td>
<td>433</td>
<td>1</td>
<td>0.05</td>
<td>3.495</td>
<td>53.131</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Table I.1 shows the chi-square analysis of the variables under study. Students' motivation and students learning; the critical value of the chi-square is 5.344. When the calculated value of the chi-square test is larger than the critical value, the research question is rejected; conversely, if the calculated value of the chi-square test is less than the critical value, the research question is accepted. We accepted and rejected the null hypothesis based on the computed and crucial values of the chi-square, which are displayed in the above table.

Table I.2: Correlation Analysis Between Impact of Teacher Behavior on Students’ Motivation and Learning

<table>
<thead>
<tr>
<th>Sr.n</th>
<th>Variable</th>
<th>Correlation Coefficient</th>
<th>Sig. (1 tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Impact of teachers' behavior on students' motivation</td>
<td>.658**</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>2</td>
<td>Impact of teacher’s behavior on Students classroom learning.</td>
<td>.592**</td>
<td>&lt;.001</td>
</tr>
</tbody>
</table>

Table I.2 shows the correlation value between teachers’ behavior and students’ academic extrinsic and intrinsic motivation is .658, which shows a moderately positive association between both variables. The P value is < 0.01, which means the relationship is statistically significant. So, we can say that the teacher's positive, kind behavior can also increase the students’
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motivation. the correlation value between teachers’ behavior and students’ classroom learning is 0.592, which shows a moderately positive association between both variables. The P value is < 0.01, which means the relationship is statistically significant. So, we can say that the teacher's positive, kind behavior can also increase the students’ classroom learning. Correlation is significant at the 0.01 level (1-tailed).

Table 1.3: Interview Analysis Teachers’ Positive Behavior Influence on Students Motivation

<table>
<thead>
<tr>
<th>S.no</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive Behavior</td>
<td>19</td>
<td>45.23</td>
</tr>
<tr>
<td>2</td>
<td>Mutual Communication</td>
<td>13</td>
<td>30.95</td>
</tr>
<tr>
<td>3</td>
<td>Freedom of talk</td>
<td>10</td>
<td>23.80</td>
</tr>
</tbody>
</table>

Table 1.3 explored that the majority of the teachers’ stated that their positive behavior towards the students was positive and soft, which increased a sense of positive impact on students’ learning. Many teachers’ preferred freedom of talking and conversation in the class. It increased the influence of healthy classroom outcomes. Many of them stated that teachers positive and frank behavior with their students results in remarkable intrinsic and extrinsic motivation for learning and achievements in the class.

Table 1.4: Teachers Behavior and Students Learning

<table>
<thead>
<tr>
<th>S.no</th>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group Discussion</td>
<td>25</td>
<td>59.52</td>
</tr>
<tr>
<td>2</td>
<td>Active Based Learning</td>
<td>17</td>
<td>40.47</td>
</tr>
</tbody>
</table>

Table 1.4 indicates that the majority of teachers stated that group discussion is very effective and useful for students’ engagement and active participation in learning process at the elementary school level. Most teachers stated active-based learning for students’ involvement in the teaching and learning process. It was described that teachers’ kind and polite behavior during the class put students involved in the learning process. As a result, students learning outcomes were highly increased and satisfactory.
Findings and Discussion

Research work objectives are pre-planned, helping the investigator successfully complete his intended goal. A research project must be given a final form with the assistance of facts based on the findings, from which final conclusions are generated by computation and analysis. Reliability and validity are increased by generalizing the conclusions for the average person to understand. These kinds of conclusions are critical to educational research. This is a significant study finding. The following are the results, as per the present study's hypothesis:

Hypothesis 1

The first hypothesis is that there is a significant and positive relationship between teachers' behavior and its impact on students' motivation. It has been tested by the statistical method of the chi-square test and found that the x2 value is 5.344, the correlation value is .658**, and the significant level is 0.001, which means that it is statistically significant and has a high moderate positive correlation. There was a positive impact of teacher behavior on students' motivation.

Hypothesis 2

The second hypothesis is that there is a significant and positive relationship between teachers' behavior and its impact on students learning. It used the statistical method of the chi square test and found that the x2 value is 3.495, the correlation value is .592**, and the significant level is 0.001, which means that it is statistically significant and has a high moderate positive correlation. There was a positive impact of teacher behavior on students learning.

Summary

This research was conducted to investigate “the impact of teachers’ behavior on students’ motivation and learning at the elementary school level." The word “behavior” refers to the physical results of how well teachers and students do in various school-related tasks. Positive or negative, successful or unsuccessful behavior is possible. The main objectives of the study were: 1) to identify the impact of teachers’ behavior on students’ motivation; and 2) to identify the impact of teachers’ behavior on students’ learning. The target population of the study was all the elementary public school’s teachers and students in the Tehsil Jampur district of Rajanpur. The sample of the study was 433 elementary school male students and 10 elementary school male
Impact of Teachers’ Behavior on Students’ Motivation and Learning at Elementary... teachers. The respondents were selected through a simple random sampling technique. The study was limited to the district of Rajanpur, male elementary schools, 6th, 7th, and 8th grades only. A five-point Likert scale questionnaire for elementary students and an interview protocol for students were developed and validated through pilot testing. The chi square and correlation values were 0.001, which was statistically significant and moderate. The data was collected through a personal survey. The data was analyzed through percentage, mean, standard deviation, chi-square, and Pearson correlation. The findings of the study were that teachers positive and polite behavior positively impacted students’ motivation and learning at the elementary school level.

Conclusion
Overall, the impact of teachers’ behavior on students’ motivation and learning at the elementary school level has a great and positive influence on their learning and motivation. However, statement-wise analysis indicates that most of the aspects of teachers’ behavior about which questions were asked have positively impacted the students’ academic motivation and classroom learning. It was concluded that teachers polite and friendly behavior positively influenced students’ engagement and enthusiasm in the classroom. Students were more involved in the classroom because of the teachers’ soft conduct. Most of the students strongly agreed that they learn more confidently and are motivated by teachers’ self-efficacy and teachers’ beliefs. Teachers kind conduct and mutual communication helped students in their academic learning and achievements. It was concluded that the impact of teachers’ behavior on students’ motivation for learning has a high and positive impact on students’ motivation for learning. Most of the students were enjoying their classroom learning with their teachers. Most teachers were providing relevant and useful information to the students, which increased their motivation for learning. It was concluded that students were more involved in their learning. They set their goals and directions for their learning. With the help of teachers’ soft conduct, students are able to achieve high academic outcomes at the elementary school level in their learning. It was concluded that teachers’ behavior had a positive impact on students’ academic self-regulation. Most students set their goals and try to understand their schoolwork. It was concluded that most students were aware of their classroom learning. When a
teacher creates a healthy and favorable atmosphere for students, their academic learning and motivation greatly increase.

**Recommendations**

1. It was recommended that, to increase students' extrinsic and intrinsic motivation, teachers use positive reinforcement and rewards to motivate students and encourage their active participation.

2. To enhance the understanding of the students, teachers used a variety of teaching methods to cater to different learning styles and engage them.

3. To create a positive learning environment, teachers encouraged creativity and critical thinking by giving students opportunities to express their ideas and solve problems in unique ways.

**References**


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