

A Correlational Approach to Teacher's Behavior and Students' Academic Motivation at undergrad level in Pakistani universities

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Abstract: The present descriptive study aimed to examine the correlation of university teacher's behavior and student's academic motivation. Five hundred participants from Education departments of randomly selected five universities of Lahore were approached to collect data. Teacher behavior was identified by using Student Questionnaire of Teacher Interaction QTI (Wubbels et al., 1993). While students' academic motivation was measured by academic motivation scale (Vallerand., 1989). Simple descriptive statistics, correlation and regression were used to analyze the data. A significant correlation was found that reports teacher behavior as predictor of students' academic motivation.

Keywords: Teacher's behavior, Academic motivation, teacher interaction, university level

Introduction

Teacher behavior is an important indicator of student's performance at all levels of education . Students would learn better if we enhance the quality of education and improve the attitude of teachers towards the students (Kochnar, 2000, p. 172). There are different types of behavior, it can be fascinating or ineffectual or at the same time, it can be positive or negative (Shah, 2009).

A good teacher is one who help students to improve their skills and knowledge by inspiring them with their behavior. An inspiring teacher know how to organize their classroom and had complete control over student. Ros-Voseles and Fowler-Haughey (2007) opined that teacher should have a good knowledge of content, give proper time to each student and provide them opportunities which enhance learning.

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Teachers exhibit diverse behavior to motivate students for learning in the class room. Some teachers maintain distant while some are friendly with students. The behavior of teacher plays a significant role in student motivation and learning. Behavior is controlled by motivational goals and behaviors provide energy to perform a task and achieve goals (Christophel, 1990). By looking at the different definitions of motivation they point out a new term "learner empowerment" which is known as the capabilities of students to execute a task or achieve goals. On the other hand, a behavior of teacher has great impacts on student empowerment (Frymier et al., 1996).

According to Tyler and Boelter (2008), high academic results were directly linked to positive teacher behavior and on the contrary, negative teacher behavior was linked to a decrease in academic gains. The importance of knowing teachers' beliefs for their roles in student motivation was very important due to the admitted correlation between this recognition and actions. In our modern day, almost every teacher excels this description. Nowadays it is not the only responsibilities of the teacher to give lectures, organize the class, arrange exam papers and give grades but at the same time, organization, managing, counseling, observing and emitting were also the roles taken by the teachers. Role of teacher is dominant in creating a strong base of society, impacting the society and making sure that these actions continue happening (Temel, 1988).

The essential element necessary for quality education was called student motivation. To motivate students we can involve them in a question-answer process; they pay attention to the knowledge; they were eager and happy to work; they begin working on the task at hand immediately (Palmer, 2007).

According to Gage (1971), teaching means organizing ways of learning for students that were external. It refers to all the possibilities provided by the teacher which could help students in making things easier for them and increase their involvement in different activities. It is the responsibilities of facilities to provide students with facilities such as giving clear instructions, getting students' attention, explaining properly, giving feedback, and dealing successfully with students' problems. Adalsteinsdotter (2004) stated that successful student-teacher relationship in the classroom was essential to education and social development of pupils that teachers understand was of very importance.

Students act responsibly in class when they were recognized by teachers for their good performance and decision making (Lewis, 2001); show more positive results to their teachers and convey that involvement was essential (Lewis, Romi, Katz, & Qui, 2008).

Teachers' suitable discipline plans help students to learn better as the class discipline protects students from disturbance and emotional or intellectual threat (Lewis, 2001). Research shows that teacher administration styles maximize students' academic results and keep them in line (Altel, 2006), engage students in learning (Everston & Weinstein, 2006) and affect their motivation and acquirement (Freiberg, Stein & Huang, 1995). In this cycle, "the more students perceive that the teacher cares about them, the more they will pay attention in class and are likely to learn more and put more effort in class performance and simultaneously learn more course material (Teven & McCroskey, 1997, p. 167).

Students show more encouraging benefits from teachers they like than those they do not like (Montalvo, 1998). However, education was much more than a personality contest. The role of teachers seems to be switching from prearranged knowledge administrators to instead managers of student learning and learning environment. Hence, the teacher must be authorized to utilize executive shrewdness in the classroom to get clearly expressed results. Liberty should be given to test discrete perspective based on calculated aims and stimulus structures, to professional educators. Guidance should be given to the

teachers in this amplified role including to share views for equal interaction on what was most effective (William, 2001).

Students will become automatically more inclined towards learning more stuff when they were surrounded by the positive environment while interacting with other fellow students and their teachers. Such interactions could happen when students work in a group, make group presentations, group discussions, and group projects. However, Positive cooperation with the trainer and in the classroom was equally essential (Palmer, 2007).

Learning and academic motivation is a multi-dimensional arrangement which is associated with encouragement (Mohammadi, 2006). In education, motivation is a term used to describe person's views about different things and handling of things in different circumstances. For example; every person has different goals to complete the assignment and have different reasons, aims related to the job and have different capabilities for performing the task (Hassanzadeh & Amuee, 2001). Psychologists classified motivation into two main types; one is internal motivation which is related to the person itself or it is essential for doing a task. On the other hand, the second type is external motivation from which the individual affected most, individualistic try deal with a certain task (Mohammadi, 2006). From the past researches, it came into consideration that encouragement is strongly associated with learning ability, learning plans and performance (Shahraray, 2007); encouragement plays an important role in academic attainment. Learning and achievement are connected with motivation, behaviors' play significant role in motivation and help to gain academically (Masaali, 2007).

The results of a study done by Shah, (2009) showed the connection between teacher's behavior and corresponding academic marks of students showed that there was the highly positive notable link between the behavior of teachers with the student's academic achievement. Teacher's positive response towards the students would lead to higher academic performances and results.

Statement of the problem

Character, background, education, and attitude of the teacher towards students have a great impact on students learning. Student's academic achievement has greatly influence by student-teacher relationship, to increase student's motivation level towards learning it is important that the teacher behavior should be friendly towards the student. The present study was designed to see “the impact of teacher behavior on the academic motivation of students at university level”.

Objectives

Following objectives were set to carry out the research

- To examine the university teacher's behavior towards students.
- To measure student's academic motivation.
- To find out the correlation between teacher behavior and student academic motivation.

Research questions

- How do students perceive their teacher's behavior?
- What is the level of student academic motivation?
- Is there is any relationship between teacher behavior and student motivation?

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Significance of the study

Our research is helpful in the field of education. This study may go a long way to help academia on ways to enhance students' academic motivation or to build a good relationship between teacher and the student.

Positive teacher behavior is associated with high academic motivation or academic gains towards learning; whereas negative teacher behavior resulted in a decrease in academic motivation. It is important to have a good student-teacher relationship to motivate students towards learning.

Methodology

The study was quantitative in nature. Correlation design was applied and Survey technique was used to collect data.

Population of the study

All students enrolled in Education departments of 11 public HEC recognized universities were comprised the population of the study. Randomly 5 universities out of 11 were selected. Further 500 students of final semester in BS education program from Education departments of sample universities were accessed to collect data. From each university 100 students were targeted .

Instruments

Two instruments were adopted for gathering information. For teacher behavior, student questionnaire of teacher interaction QTI (Wubbels et al., 1993) was used. This questionnaire asks students to describe their teacher's behavior (The teacher whose class they were currently in). It had 48 statements. Responds from students were recorded on 5 point Likert scale. Scales was ranged from strongly never to always. The second instrument was academic motivation scale (AMS-HS 28) high school version (Vallerand et al., 1989) for measuring academic motivation of students. It had 24 statements. Respondents were requested to respond on 7 point Likert scale. Scales was ranged from strongly disagree to agree. Both instruments were translated into Urdu and pilot tested. For pilot test, both scales were distributed among 50 students of final semester in education department. Reliability was found to be 0.86 and 0.84 for teacher's behavior and students' academic motivation respectively. Both were validated by experts in the area.

Data collection procedure

Data was collected with the help of volunteer trained MS supervisee. Printed instructions on the top of the questionnaire were provided to respondents to fill out the questionnaire properly so that to avoid any biased feedback.

Data analysis

Data were analyzed by using SPSS version 24.0. Independent samples t- test, simple descriptive statistics, correlation and regression analysis were used to address the questions.

Results

Research question no 1

How students perceive about their teacher's behavior?

Table: 1*Summary statistics of Teacher Behaviour scale and its subscales*

Teacher Behaviour	Min.	Max.	Mean	SD	Skewness	Kurtosis
Questionnaire on teacher interaction	1.33	3.56	2.56	0.44	-0.33	-0.254
Leadership	1.00	4.00	3.16	0.72	-0.97	0.440
Helping/friendly	0.83	4.00	2.85	0.75	-0.59	-0.284
Understanding	0.33	4.00	2.84	0.82	-1.02	0.485
Student responsibility/foredoom	0.17	4.00	2.03	0.81	0.53	-0.315
Uncertain	0.00	3.50	1.17	0.98	0.57	-0.640
Dissatisfied	0.00	3.83	1.68	0.92	0.13	-0.574
Admonishing	0.00	4.00	1.89	1.03	0.15	-0.761
Strict	0.00	4.00	1.63	0.91	0.46	-0.116

Table shows Summary statistics of Teacher Behaviour scale and its subscales. The mean score of Leadership (Mean=3.16, SD=.72) was highest among all other subscales. The mean scores of uncertain (Mean=1.17, SD=.98) was lowest. The values of skewness and kurtosis are indicators of normal distribution, all values of skewness and kurtoses were between -1 and +1. This shows that data of all variables are approximately Normal.

Research question no: 2

What is the level of student academic motivation?

Table 2*Summary statistics of Academic motivation scale and its subscales*

Academic Motivation	Min.	Max.	Mean	SD	Skewness	Kurtosis
Academic motivation scale (AMS)	3.46	6.46	5.07	0.81	-0.17	-1.11
Intrinsic motivation to know (IMTK)	1.00	7.00	5.07	1.43	-0.34	-0.90
Intrinsic motivation towards accomplishment (IMTA)	2.00	7.00	4.77	1.10	-0.35	-0.42
Intrinsic motivation to experience stimulation (IMTE)	1.75	7.00	4.85	1.12	-0.42	-0.32
Extrinsic motivation-identified (EMID)	2.00	7.00	5.08	1.14	-0.45	-0.47
Extrinsic motivation- introjected (EMIN)	1.75	7.00	5.28	1.04	-0.48	0.35
Extrinsic motivation-external regulation (EMER)	2.50	7.00	5.36	1.05	-0.57	-0.10

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Table shows summary statistics of academic motivation scale and its subscales. The mean value of different subscales varies from 4.77 to 5.36. Results indicate that academic motivation in all subscales was high. Extrinsic motivation-external regulation (EMER) was highest among all subscales of motivation. Intrinsic Motivation towards accomplishment (IMTA) was lowest among all other motivation. The values of skewness and kurtosis are indicators of normal distribution, all values of skewness and kurtoses were between -1 and +1. This shows that data of all variables are approximately Normal. Although the distributions are only approximately normal, they are usually quite close. most people score near the middle of the distribution of scores. Research question no: 3

Is there is any relationship between teacher behavior and student motivation?

Table 3

Correlation between Academic Motivation score and Teacher behaviour (QTI)

Sr.	Mean	SD	1	2	3	4	5	6	7	8	9
1. Academic Motivation	5.07	0.81	.483**	.480**	.400**	0.006	-.335**	-.281**	-.235**	-.242**	
2. Leadership	3.16	0.72		.653**	.427**	0.000	-.292**	-.173*	-.156*	-.196**	
3. Helping/friendly	2.85	0.75			.734**	.221**	-0.094	-.198**	-.194**	-.164*	
4. Understanding	2.84	0.82				.270**	-0.072	-0.125	-0.105	-.146*	
5. Student responsibility	2.03	0.81					.493**	.248**	.201**	-0.004	
6. Uncertain	1.17	0.98						.615**	.437**	-.139*	
7. Dissatisfied	1.68	0.92							.485**	-.305**	
8. Admonishing	1.89	1.03									-.326
9. Strict	1.63	0.91									

Table shows correlation between Academic Motivation score and Teacher behaviour (QTI). There was positive significant relationship between Academic motivation and Leadership ($r=.483, p<.01$). There was positive significant relationship between Academic motivation and helping ($r=.480, p<.01$). There was positive significant relationship between Academic motivation and understanding ($r=.400, p<.01$). There was positive significant relationship between Academic motivation and helping ($r=.480, p<.01$). There was no significant relationship between Academic motivation and student responsibility ($r=-.006, p>.05$). There was negative significant relationship between Academic motivation and uncertain ($r=-.335, p<.01$). There was negative significant relationship between Academic motivation and Dissatisfied ($r=-.281, p<.01$). There was negative significant relationship between Academic motivation and Admonishing ($r=-.235, p<.01$). There was negative significant relationship between Academic motivation and strict ($r=-.242, p<.01$). From correlation analysis it was concluded that academic motivation is positive correlated with leadership, Helping, understanding, and negative correlated with uncertain, dissatisfied, admonishing and strict.

Table 4

Regression Analysis: Impacts of Teacher behavior on Academic motivation

	B	SE	β	t	P
(Constant)	4.42	0.33		13.45	<.001
Leadership	0.21	0.09	0.18	2.36	0.019
Helping	0.17	0.11	0.15	1.51	0.133
Understanding	0.10	0.08	0.10	1.22	0.223
Student responsibility	0.09	0.07	0.09	1.35	0.179
Uncertain	-0.18	0.07	-0.22	-2.58	0.010
Dissatisfied	-0.11	0.07	-0.12	-1.58	0.115
Admonishing	-0.09	0.05	-0.12	-1.78	0.076
Strict	-0.24	0.06	-0.27	-4.31	<.001

$R^2 = .401$

Table 4 shows regression analysis to see the impacts of teacher behaviour on academic motivation. Results show there was no significant effect of helping, understanding, and student responsibilities, dissatisfied on academic motivation. There was a significant effect on helping, dissatisfied, on academic motivation. The results show the positive significant effect of leadership ($\beta = .18$, $p = .019$) on academic motivation. The results also show the negative significant effect of uncertain ($\beta = -.22$, $p = .010$) on academic motivation. The results show the negative significant effect of a strictness ($\beta = -.27$, $p < .001$) on academic motivation.

Conclusion

The impacts of teacher's behaviour play an important role in academic motivation of students. The conclusion drawn from findings show that from the eight subscales of teacher's behaviour (QTI) students' responses were high on leadership which involves the extent to which teacher provides leadership to class and holds student attention. Students' responses were high on helping/ friendly involves the extent to which teacher is friendly and helpful towards students. Students' responses were high on understanding which involves the extent to which teacher shows understanding/concern/care to students. Students' responses were high on student responsibility/freedom which involves the extent to which students are given opportunities to assume responsibilities for their own activities. Students' responses were low on uncertain which involves extent to which teacher exhibits her/his uncertainty. Students' responses were low on dissatisfied which involve extent to which teacher shows unhappiness/dissatisfaction with student. Students' responses were low on admonishing which involves extent to which teacher shows anger/temper/impatient in class. Students' responses were low on strict which involves extent to which teacher is strict with and demanding of students.

From the literature review we found that behavior of teacher is described in two the interpersonal behavior of a teacher which is described along two proportions; one is an influence dimension and the other one is proximity dimension. From the results of the study of Brekelmans & Wubbels, (2005) demonstrate that students' perceptions of teacher influence were related to cognitive outcome. If the teacher is too much involved on the influence dimension (an interpersonal insight profile) than the students are more involve in their studies. They give lot of importance to teacher influence because they believe that teacher influence (his

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personality, behavior, manners) can bring students towards classroom and involve them towards studies through which student gain academically.

All the past researches support that teacher plays an important role in students academic success. Results of the study on "Personality, Classroom Behavior, and Student Ratings of College Teaching Effectiveness: A Path Analysis" done by Erdle, Murray, & Rushton (1985), supported the hypothesis that teacher personality traits and teacher classroom behaviors were related. Downey (2008) carried out a study on factors that affect academic success through composing educational research. Downey concludes his study by saying "the study served as a powerful reminder that everyday teacher-student interactions in the classroom matter".

Academic motivation plays a significant role in overall success of students. Academic motivation was high in all sub scales. Extrinsic motivation external regulation (EMER) was high among all subscales of motivation which means behaviour was regulated due to external factors.

Intrinsic Motivation towards accomplishment (IMTA) was lowest among all other motivation which involves the pleasure one feel in creating something. According to self determined theory (Ryan & Deci, 2000) these different motivations reflect conflicting amounts to which the worth and guidelines of the requested behavior have been internalized and incorporated. Internalization passes on to people's "taking in" a charge or parameter, and integration passes on to the additional change of that regulation into their own so that, consequently, it will originate from their good judgment of self."

There was the positive correlation between teacher's behavior and academic motivation. Yousef (2013), done a study on "The influence of teacher's behavior on the academic achievement of university students". The results of the study hypothesized that there was a highly positive significant correlation between the behaviors of teachers with the academic achievements of students. The positive behavior of teachers towards their students tends to the higher academic achievement of the students.

Recommendations

From the result analysis of this study, it is recommended that

- Teachers are the main source of motivation in students. From this perspective, it is recommended that teachers need to adapt and develop the skills necessary that will motivate students to achieve academically.
- The government should arrange such opportunities for teachers which provide teachers training; help them to develop skills to communicate with students to develop better teacher-student interaction.
- The results analysis of this study opens the new door for the future research in the field of teacher's behavior, student-teacher relationship and academic motivation.
- It is important to made laws at government level to deal with teachers who physically punish students. However, many welfare organizations are working on them.
- It is recommendable for government to improve the education quality of a country by providing funds in development programs related to teachers and students, which is the basic need of our country.
- Humans have intrinsic (internal) desire to learn, and this desire is fulfilled by the basic psychological needs for independence, capabilities and relatedness. If we want to engage individuals at all levels of our educational systems in meaningful growth and learning experience we need to design environments and systems that support these needs.
- It is recommended to do more research on teacher's behavior and academic motivation because research could influence the educational environment. As well there is need to expand the research work related to teacher's behavior to find out its possible impacts, which has not been fully understood.

- It is recommendable for the teachers to improve their personality, teaching skills, behavior and provide students with good teaching material which attract students towards studies.
- We should start working at different levels in our country to educate teachers and to promote research in related fields of educations.

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