

## Role of Teachers' Behaviour on Students' Motivation and Learning at Secondary level in District Lahore

Anosha Haroon\*, Dr. Fahd Naveed Kausar, Noreen Ghazala, Abdul Malik Khan

School of Education, Minhaj University Lahore

\*Corresponding Email address: anoshaaron464@gmail.com

### ABSTRACT

*Teachers utilise motivation as a tool for effective teaching and it has an impact on the teaching process. The enthusiasm of a teacher increases students' interest in their classes. The teacher inspires the students to learn before beginning a lesson. The objective of the study was to identify the need of student's motivation for effective learning, explore the traits of behaviour of teacher and find the association between behaviour of teacher and student's motivation at secondary level. The population was comprised of all public and private secondary schools of district Lahore. Simple random sampling techniques was used. The instrument of the study was questionnaire which consist of 30 items. The validity of the questionnaire was find through experts opinion and reliability was found through pilot testing. Descriptive and inferential statistics were used. The findings of the study were showed that teachers' behaviour plays important role on students' motivation and learning. It was recommended that school management must conduct teacher training programs for teachers to improve their behaviour.*

### KEYWORDS

Teachers' behaviour, students' motivation, students' learning, secondary level, District Lahore

### JOURNAL INFO

HISTORY: Received: August 15, 2022

Accepted: September 25, 2022

Published: September 30, 2022

### INTRODUCTION

The most significant factor in a learner's life is the teacher's behaviour. The secret to motivating students in the classroom is appropriate behaviour. By easing students' anxieties, teachers can encourage open communication among their students, which will enhance learning. Obliging behaviour fosters trust and affection between children and educators, allowing for open communication between the two parties. A gulf between teacher and student develops if the teacher exhibits unworthy behaviour and is perpetually angry. Students will feel reluctant to discuss their problems and ideas with the teacher, which will lower their motivation level and prevent them from developing their skills, which will prevent improvement from ever happening (Mart, 2011).

One of the main issues in education has long been cited as being low student motivation. It is undoubtedly among the issues that instructors bring up the most. Motivation is crucial because it aids in the achievement of goals, but it is also crucial in and of itself (Rehman & Haider, 2013). The way that motivational tactics are implemented depends greatly on the teacher's personality and teaching style. It entails giving the learner a wide range of educational opportunities. It also depends on how the lesson is structured and runs throughout that time. Given the significance of motivation in education, it is crucial for teachers to become familiar with the numerous facets of motivation (Padwad, & Dixit, 2017).

All across the world, teacher behaviour is regarded as the key factor in student motivation. Appropriate teaching behaviour is heavily emphasised in teacher training programmes. The implementation of suitable teaching methods by teachers who are aware of their responsibilities helps students become more motivated (Hein, 2012). The motivation of students and teachers, however, are seen as separate concepts in Pakistan. Most teachers just want to force students to memorise the material in their textbooks. They rarely attempt to make their behaviour beneficial. Teachers constantly act inconsiderately toward pupils in an effort to remove them from the classroom. Teachers in Pakistan's rural areas treat pupils as their employees and expect them to do personal projects during class time. The high dropout rate in Pakistan is also largely a result of teachers' strict behaviour. The primary cause of the rising dropout rate, which reaches 50% during the first five years of school and is rising daily, is teachers' careless behaviour (Guilloteaux, & Dörnyei, 2008).

Different aspects of a teacher's behaviour are thought to be crucial for inspiring kids to learn. Escalante believes that genuine concern and care for the pupils are essential qualities of a motivating teacher. According to Escalante, "a teacher must have both love and knowledge, and then must unite these two passions to be able to do something" (Eggleton, 1992). Vasquez assembled a number of research and courses that demonstrate the significance of a loving teacher who inspires students to study, stating that "Students perception of whether the teacher cares for them have important consequences on their performance and behaviour." "Students who believed that teachers were eager to reach out to them and provide required help in concrete ways, yet teachers would not compromise their standards for them, were the highest achievers," he said (Hadžimehmedagić, & Akbarov, 2014).

Although it seems that love and care are the qualities that a teacher should possess the most, some authors also mention humour and having high expectations for students. According to Hunsaker, humour may be used in the classroom to encourage students, motivate them, clarify concepts, and defuse tense situations (Hunsaker, Finley, & Frank, 1997). However, the teacher's expectations must also be high but attainable, or else the students' motivation would be reduced or destroyed (Covino, & Iwanicki, 1996). Some teaching behaviours include leadership, friendly and helpful behaviour, accepting behaviour, student autonomy, unsure behaviour, dissatisfied behaviour, reprimanding behaviour, and rigour.

The degree of motivation among students is greatly influenced by their teachers. A student could be really motivated when they show up for class. However, student motivation is greatly influenced by teacher behaviour and teaching methods, course structure, assignment types, and casual interactions with students (Zhang, & Yang, 2020). Teachers utilise motivation as a tool for effective teaching and it has an impact on the teaching process. Students get more interested in their studies as a result of teachers' motivation. The teacher inspires the students to learn before beginning a lesson. Students are motivated by what their teachers do in the classroom. Students enter our classes with a variety of motives, and occasionally without any motivation at all. Teachers' most difficult role is motivating their kids to learn, and occasionally they give up in frustration or argue that there isn't much they can do (Ergün, & Avcı, 2018).

According to a study by Jasyang, effective instructional behaviour, a pleasant and supportive learning environment, high expectations from teachers, and positive feedback from teachers are all factors that assist students become motivated. He emphasises the necessity of effective teaching behaviour and describes it as the most important factor in promoting learner motivation. Student motivation is mostly dependent on appropriate instructional behaviour (Noori, Said, Nor, & Abd Ghani, 2020). Every action a teacher does in the classroom influences kids in a motivating way. Therefore, the teacher should maintain a sense of balance between appreciating learning and grade-oriented learning processes. He or she discusses various assignment dimensions and specifies assignments that ought to be pertinent and precise, difficult but doable (Duchatelet, & Donche, 2019).

The researchers came to the conclusion that one of the most important determinants of learner motivation is teachers. According to this research, teachers have a significant impact on how students interact with and stick with the drawn-out process of learning. Initiator, facilitator, motivator, mentor, and consultant are among the roles that instructors fill in classrooms (Manzano-Sánchez, & Valero-Valenzuela, 2019). It is known that these roles influence each learner's motivation. Teachers can do this in a number of ways. The first is by establishing a favourable attitude toward the students. The second is by assigning students meaningful, relevant, and engaging work (Lai-Mui-Lee, Tracey, Barker, Fan, & Yeung, 2014).

#### **STATEMENT OF THE PROBLEM**

Teacher's behaviour and student's motivation had some definite relationship and the researcher tried to find it. This study was to explore the effect of teacher's behaviour on motivation of student. Through this research it was observed and understood that how much behaviour of a teacher effects student's motivation.

#### **OBJECTIVES OF THE STUDY**

The objectives of the study were;

- To identify the need of student's motivation for effective learning.
- To explore the traits of behaviour of teacher.
- To find the association between behaviour of teacher and student's motivation.

#### **HYPOTHESIS OF THE STUDY**

- H<sub>0</sub>1: There is a significance mean difference between male and female teachers about the need of motivation on the basis of gender
- H<sub>0</sub>2: There is no significance mean difference between male and female teachers about the behavior traits on the basis of gender.
- H<sub>0</sub>3: There is significant mean difference between male and female teachers about the effect of teacher behavior on student motivation on the basis of gender.
- H<sub>0</sub>4: There is no significant mean difference between the male and female teacher about the need of motivation at on the basis of age.
- H<sub>0</sub>5: There is no significant mean difference between the male and female teachers about the behavioral traits of teacher on the basis of age.
- H<sub>0</sub>6: There is no significance mean difference between male and female teachers about the effect of teacher behaviour on student motivation on the basis of age difference.
- H<sub>0</sub>7: There is a significant mean difference between male and female teachers about the need of motivation on the basis of school.
- H<sub>0</sub>8: There is no significant mean difference between male and female teachers about the behavioral traits on the basis of school.
- H<sub>0</sub>9: There is no significant mean difference between male and female teachers about the effect of teacher behavior on student motivation on the basis of school.

## SIGNIFICANCE OF THE STUDY

The significance of this study is distinct. The need for student motivation for efficient learning may be identified by this study. This research may aid educators in their efforts to impart knowledge and carry out their tasks more successfully. Teachers and administrators in public and private schools may find this study useful in understanding how teachers' actions affect students' academic success. It might make it possible for teachers to better organise their classes so that students learn more efficiently and do better academically. It might contain information on effective strategies teachers might use to guarantee the performance is meaningful.

This study may help in exploring the behavioral traits of teachers and might be a helping source for teachers to improve their behavior towards teachers by developing the traits explored in the study. This study might be helpful in analysing the relationship between teacher's behavior and student's motivation and might help the teacher to adapt his teaching techniques according to student's needs and goals. This might help teacher in motivation of his students to improve their learning.

## PROCEDURE AND METHODOLOGY

The term "quantitative research" refers to the systematic empirical study of social phenomena using mathematical, computer, or statistical methods. Descriptive research design. Descriptive researches that determine and describe the way things are; involve collecting numerical data to test hypothesis or research question about the current (Gay, 1996). The population was comprised of all government and private secondary schools in Lahore district. 300 teachers are population of this research. The sample was collected through random sampling technique. The study should access a large sample of teachers for a convenient result but the lack of time and resources didn't allow us to do so. Therefore, we accessed only fifteen secondary schools. The sample size consists of 300 teachers. Sample was collected from private and government secondary schools located in Lahore.

## RESEARCH INSTRUMENT AND DATA ANALYSIS TECHNIQUES

The instrument of the study was a questionnaire which consisted of 30 questions and these questions were related to different domains of educational research, which was used for collection of data. Various analytical methodologies were applied in order to fully comprehend, evaluate, and finally accomplish the research objectives. Statistical analysis was the main type of analysis used. Data entry for upcoming statistical analysis was done using the SPSS 15 statistical software for social science. These statistics were used to determine mean scores and standard deviations. The sociodemographic characteristics of the respondents and their opinions on the behaviour of the teacher were summarized using descriptive statistics like frequency and percentage distributions. Since the dependent variable in this study is a numerical variable and all of the independent variables are categorical variables, independent t-test was employed as the inferential statistic. However, analysis of variance is the most suitable statistic to apply.

**Table 1. Sample Descriptions on the basis of mean and Standard Deviation**

	Statements	M	STD
1.	Whenever I motivate my students, their learning improves.	3.95	1.43
2.	Whenever I motivate my students, they show high academic achievements.	4.00	.94
3.	To promote students' motivation, I often provide information about why learning is valuable for them.	4.27	.75
4.	Motivation is essential part of learning.	4.68	.65
5.	If students are not trying to learn, sometimes I can just attribute it to things Outside school and let them work it out.	4.24	.79
6.	Whenever I motivate my students, their behavior gets directed towards particular goal.	4.47	.68
7.	Whenever I motivate my students, they lead to increased effort and energy.	4.00	.98
8.	Motivation is an important factor affecting the learning and achievement of my students.	4.10	.68
9.	Motivation determines what consequences are reinforcing and pushing.	4.00	.98
10.	Motivation energies, maintains and controls the behavior of my students.	4.10	.68
11.	In order to make the lecture applicable to the student's daily life, I offer exercises and examples.	4.61	.70
12.	To give them information about the course, I explain the class objectives to the students.	4.39	.70
13.	To foster social contact, I prefer to assign tasks in groups.	3.88	.82
14.	To make lectures engaging, I employ humour in the classroom.	3.22	1.25
15.	I set up extracurricular programmes for the students to develop their creative abilities.	3.46	.86
16.	To strengthen competitive power, I organise academic tournaments.	3.67	.92
17.	I credit teachers' efforts to build students' confidence for their achievement.	4.01	.86
18.	If the learner still doesn't understand, I ask the same question again.	4.33	.83
19.	I invite feedback from my students on how the class is run.	3.58	1.11

20	I appreciate to originate new things to enhance creativity.	4.05	1.00
21	To improve performance, I give precise instructions for every activity in the classroom.	3.85	.99
22	Every time a student works hard to inspire them, I am grateful.	4.45	.99
23	To encourage students, I call them by their first names.	4.25	.77
24	I divide challenging activities into manageable chunks to improve learning compatibility.	4.00	.85
25	To promote equity in the classroom, I give everyone an opportunity to speak and interact.	4.35	.70
26	I simplify difficult sentences so that they are clear.	4.26	.83
27	I advise kids to list any annoyances or fears they have in order to feel better.	3.98	.96
28	I set up exercises based on the students' interests in order to make learning engaging.	4.39	.85
29	If they don't succeed at something, I tell the students to try again.	4.15	.87
30	I credit pupils' work so they can become independent (dependent).	4.27	.60

The above table 1 illustrates that overall sample description on the basis of mean and standard deviation item wise. According to the response of the respondents, Whenever I motivate my students, their learning improves (M=3.95; SD=1.43), Whenever I motivate my students, they show high academic achievements (M=4.00; SD=0.94), To promote students' motivation, I often provide information about why learning is valuable for them (M=4.75; SD=.75), Motivation is essential part of learning (M=4.68; SD=.65), If students are not trying to learn, sometimes I can just attribute it to things Outside school and let them work it out (M=4.24; SD=.79), Whenever I motivate my students, their behavior gets directed towards particular goal (M=4.47; SD=.68), Whenever I motivate my students, they lead to increased effort and energy (M=4.00; SD=.98), Motivation is an important factor affecting the learning and achievement of my students (M=4.10; SD=.68), Motivation determines what consequences are reinforcing and pushing (M=4.00; SD=.98), Motivation energies, maintains and controls the behavior of my students (M=4.10; SD=.68), In order to make the lecture applicable to the student's daily life, I offer exercises and examples (M=4.61; SD=.70), To give them information about the course, I explain the class objectives to the students (M=4.39; SD=.70), To foster social contact, I prefer to assign tasks in groups (M=4.88; SD=.82), To make lectures engaging, I employ humour in the classroom (M=3.22; SD=1.25), I set up extracurricular programmes for the students to develop their creative abilities (M=3.46; SD=.86), To strengthen competitive power, I organise academic tournaments (M=3.67; SD=.92), I credit teachers' efforts to build students' confidence for their achievement (M=4.01; SD=.86), If the learner still doesn't understand, I ask the same question again (M=4.33; SD=.83), I invite feedback from my students on how the class is run (M=3.58; SD=1.11), I appreciate to originate new things to enhance creativity (M=4.05; SD=1.00), To improve performance, I give precise instructions for every activity in the classroom (M=3.85; SD=.99), Every time a student works hard to inspire them, I am grateful (M=4.45; SD=.99), To encourage students, I call them by their first names (M=4.25; SD=.77), I divide challenging activities into manageable chunks to improve learning compatibility (M=4.00; SD=.85), To promote equity in the classroom, I give everyone an opportunity to speak and interact (M=4.35; SD=.70), I simplify difficult sentences so that they are clear (M=4.26; SD=.83), I advise kids to list any annoyances or fears they have in order to feel better (M=3.98; SD=.96), I set up exercises based on the students' interests in order to make learning engaging (M=4.39; SD=.95), If they don't succeed at something, I tell the students to try again (M=4.15; SD=.87), I credit pupils' work so they can become independent (dependent) (M=4.27; SD=.60). Overall, respondednts' responses reflected toward the level of agreement.

Teachers utilise motivation as a tool for effective teaching and it has an impact on the teaching process. The enthusiasm of a teacher increases students' interest in their classes. The teacher inspires the students to learn before beginning a lesson. Teaching behaviours include things like leadership, helpfulness, consideration, student freedom, unease, dissatisfaction, admonishment, and severity. Excellent teachers not only explain a concept but also give examples of it. They hunt for opportunities to use classroom, boardroom, studio, or basketball court examples. They create images or diagrams when they are unable to provide examples. They come up with new, imaginative ways to convey knowledge and help their students understand.

**Table 2. Independent sample t-test for the perception of male and female teachers about the need of motivation on the basics of gender**

Gender	N	Mean	df	t-value	Sig(2-tailed)
Male	161	39.91	298	-0.673	.000
Female	139	42.62			

Table 2 represents the t-value (-0.673) is significant at  $p \leq 0.05$  so null hypothesis is rejected so that there is no significant mean difference between the perceptions of male and female teacher about need of motivation on the basics of gender provided by the teachers ‘

**Table no 3. Independent sample t-test for the perception of male and female teachers about the behavioral traits' teacher on the basis of gender**

Gender	N	Mean	df	t-value	Sig(2-tailed)
Male	161	39.44	259.50	0.861	0.390
Female	139	39.00			

Table 3 represents the t-value (0.861) is not significant at  $p \leq 0.05$  so null hypothesis is accepted ‘‘There is no significant mean difference between the perceptions of male and female teacher about behavioral traits of teacher on the basics of gender provided by the teachers ‘

**Table no 4. Independent sample t-test for the perception of male and female teachers about the effect of teacher behavior on student motivation on the basics of gender**

Gender	N	Mean	df	t-value	Sig(2-tailed)
Male	161	40.66	296.75	-5.607	0.000
Female	139	43.51			

Table 4 represents the t-value (-5.607) is significant at  $p \leq 0.05$  level of significance so null hypothesis is rejected so that significant mean difference between the perceptions of male and female teacher about behavioral traits of teacher on the basics of gender provided by the teachers.

**Table 5. Independent sample t-test for the perception of male and female teachers about the need of motivation on the basis of age**

Age	N	MEAN	df	t-value	Sig(2-tailed)
20 to 30	150	41.75	298	2.49	0.13
30 to 40	150	32.64			

Table 5 represents the t-value (2.94) is not significant at  $p \leq 0.05$  level of significance so null hypothesis is accepted so that no significant mean difference between the perceptions of male and female teacher about behavioral traits of teacher on the basics of age provided by the teachers.

**Table 6. Independent sample t-test for the perception of male and female teachers about the behavioral traits of teacher on the basis of age**

Age	N	Mean	df	t-value	Sig(2-tailed)
20 to 30	150	39.34	298	0.419	.676
30 to 40	150	39.13			

Table 6 represents the t-value (0.419) is not significant at  $p \leq 0.05$  level of significance so null hypothesis is accepted so that no significant mean difference between the perceptions of male and female teacher about the behavioral traits of teacher on the basis of age difference provided by the teachers.

**Table 7 Independent sample t-test for the perception of male and female teachers about the effect of teacher behavior on student motivation**

Age	N	Mean	df	t-value	Sig(2-tailed)
20 to 30	150	42.03	298	0.174	0.862
30 to 40	150	41.94			

Table 7 represents the t-value (0.174) is not significant so that null hypothesis is accepted that no significant mean difference between the perceptions of male and female teacher about the effect of teacher behavior on student motivation on the basis of age difference provided by the teachers.

**Table no 8. Independent sample t-test for the mean difference between male and female teachers about the need of motivation on the basis of school**

School	N	Mean	df	t-value	Sig(2-tailed)
Public	150	41.75	298	2.496	.013
Private	150	40.58			

Table 8 represents the t-value (0.419) is significant at  $p \leq 0.05$  level of significance so null hypothesis is rejected so that significant mean difference between the perceptions of male and female teacher about the need of motivation on the basis of school provided by the teachers.

**Table no 9. Independent sample t-test for the perception of male and female teachers about the behavioral traits of teacher on the basis of school**

School	N	Mean	df	t-value	Sig(2-tailed)
Public	150	39.34	298	0.419	0.676
Private	150	39.13			

Table 9 represents the t-value (0.419) is not significant at  $p \leq 0.05$  level of significance so null hypothesis is accepted so that no significant mean difference between the perceptions of male and female teacher about the behavioral traits of teacher on the basis of school.

**Table no 10. Independent sample t-test for the perception of male and female teachers about the effect of teacher behavior on student motivation on the basis of school**

School	N	Mean	df	t-value	Sig(2-tailed)
Public	150	42.03	298	0.174	0.862
Private	150	41.94			

Table 10 represents the t-value (0.174) is not significant at  $p \leq 0.05$  level of significance so null hypothesis is accepted so that no significant mean difference between the perceptions of male and female teacher about the effect of teacher behavior on student motivation on the basis of school.

## DISCUSSION AND CONCLUSION

It was concluded that the impact of students' motivation on their learning during their schooling was found to be significant. It is impossible to learn without motivation. Therefore, the impact of motivation on learning is positive. Students use motivation to overcome obstacles and accomplish their objectives. The most crucial factor in a learner's life is the teacher's behaviour. The secret to motivating students is appropriate teaching behaviour. By easing students' anxieties, teachers can

encourage open communication among their students, which will enhance learning. It is true that kids bring a wealth of past experiences to the classroom that help fuel their motivation. However, teachers may make a difference in how students are motivated to learn, for better or ill (Cents-Boonstra, Lichtwarck-Aschoff, Lara, & Denessen, 2022). Therefore, it is necessary to inform the teachers about the value and necessity of motivation. Teachers' ought to study and use the methods for inspiring students. Effective teaching should be viewed as mostly dependent on teachers' abilities to inspire students. Therefore, it is the teacher's obligation to motivate the students.

The perception of male and female teachers about the need of motivation on the basics of gender shows that the most significant factor in a learner's life is the teacher's behaviour. The secret to motivating students is appropriate teaching behaviour. By easing students' anxieties, teachers can encourage open communication among their students, which will enhance learning. Obliging behaviour fosters trust and affection between a student and a teacher, enabling the latter to hear students' suggestions (Maková, Mägdefrau, & Nohavová, 2022). When a teacher exhibits authoritarian behaviour and perpetual rage, a distance forms between them and their students. As a result, students are reluctant to discuss their concerns and ideas with them, which lowers their motivation and prevents them from developing the necessary skills to advance (Bas, 2022). The perception of male and female teachers about the behavioral traits' teacher on the basis of gender and the perception of male and female teachers about the effect of teacher behavior on student motivation on the basics of gender shows that the degree of motivation among pupils is greatly influenced by their teachers. A student could have a specific amount of motivation when they enter the classroom. However, the way in which a teacher behaves and teaches, the structure of the course, the significance of the tasks, and casual contacts with students all have a significant impact on student motivation. One of the main components of education is teaching experience. When teachers were invited to fill out questionnaires, researchers inquired about their teaching experience (Liu, Leung, & Jiang, 2022). It was determined that there was a substantial difference in the behaviours of teachers with varied lengths of teaching experience based on the mean values of their teaching experience. Teachers having at least 30 years of classroom experience were found to behave better.

The perception of male and female teachers about the behavioral traits of teacher on the basis of age, the perception of male and female teachers about the effect of teacher behavior on student motivation, the mean difference between male and female teachers about the need of motivation on the basis of school, the perception of male and female teachers about the behavioral traits of teacher on the basis of school, the perception of male and female teachers about the effect of teacher behavior on student motivation on the basis of school shows that as teaching experience increased, so did teachers' motivational behaviour. Similar to the findings, it was determined that there was no gender-based significant differences in teachers' motivational behaviours. These findings imply that the behaviour of male and female teachers is essentially the same, with similar effects on students. Results specifically show that female teachers exhibit slightly more motivating behaviour than male teachers. The goals set forth before the research are achieved. It's crucial to consider how kids' motivation affects their learning in school. It is impossible to learn without motivation. Therefore, the impact of motivation on learning is positive. Students use motivation to overcome obstacles and accomplish their objectives. When someone is motivated, they work more quickly and go above and beyond to accomplish their goals (Vansteelandt, Mol, & Van Keer, 2022). The learner's presentation improves when they are motivated. It gives the learner vitality, and because she has direction, her performance improves and she completes the assignment.

At the end, it was concluded that Teacher and family motivation is constant in students. They collaborate and work together for the benefit of the child in order to inspire and motivate him to make more academic progress. Very good teaching methods should motivate students in the classroom. Student participation depends on how engaging and enticing the lesson is to them. A excellent instructor inspires students and piques their interest in the current course (Plavi, & Dikovi, 2022). In terms of a student's cognitive, emotional, and social growth, having a high sense of self-worth is crucial. Because of this, the pupils were initially inspired and motivated to learn in the class. At the end, it was determined that a competent management of the class should be motivating as the second most crucial factor. Students will approach class positively if the teacher has a sense of humour and uses it to deal with discipline concerns rather than using irony. Success depends on motivation. Therefore, it is the duty of teachers to inspire students and have a positive influence on them. One of the main responsibilities of teachers in management is to foster the motivation of those students who are already highly motivated to learn and to re-energize the demotivated ones. Teachers can do this by having a positive outlook on their students and by assigning them relevant, appropriate, and engaging work.

## RECOMMENDATIONS

- Researchers may further conduct research on knowledge of teachers about motivation.
- Further researches can be conducted on role of motivation in learning.
- Research can be conducted on behaviour of teacher.

- It is recommended that school management must conduct teacher training programs for teachers to improve their behaviour.
- Teacher may implement motivational strategies to enhance learning

#### CREDIT AUTHOR STATEMENT:

**Anosha Haroon:** Conceptualization, Methodology, Data Analysis through Software, Data Curation, **Dr. Fahd Naveed Kausar:** Writing Original Draft Preparation, Visualization, Investigation, Validation. **Noreen Ghazala:** Reviewing and Editing **Abdul Malik Khan:** Data Collection, Writing, Reviewing and Editing

#### ETHICAL STANDARDS:

It is declare that all authors don't have any conflict of interest. Furthermore, informed consent was obtained from all individual participants included in the study.

#### REFERENCES

- Bas, G. (2022). Effect of student teachers' teaching beliefs and attitudes towards teaching on motivation to teach: mediating role of self-efficacy. *Journal of Education for Teaching*, 48(3), 348-363.
- Cents-Boonstra, M., Lichtwarck-Aschoff, A., Lara, M. M., & Denessen, E. (2022). Patterns of motivating teaching behaviour and student engagement: A microanalytic approach. *European Journal of Psychology of Education*, 37(1), 227-255.
- Covino, E. A., & Iwanicki, E. F. (1996). Experienced teachers: Their constructs of effective teaching. *Journal of Personnel Evaluation in Education*, 10(4), 325-363.
- Duchatelet, D., & Donche, V. (2019). Fostering self-efficacy and self-regulation in higher education: a matter of autonomy support or academic motivation?. *Higher Education Research & Development*, 38(4), 733-747.
- Eggleton, P. J. (1992). Motivation: A key to effective teaching. *The mathematics educator*, 3(2).
- Ergün, E., & Avcı, Ü. (2018). Knowledge sharing self-efficacy, motivation and sense of community as predictors of knowledge receiving and giving behaviors. *Journal of Educational Technology & Society*, 21(3), 60-73.
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL quarterly*, 42(1), 55-77.
- Hadžimehmedagić, M., & Akbarov, A. A. (2014). The importance of frequent usage of various motivational strategies in second language acquisition. *Linguistics, Culture and Identity in Foreign Language Education*, 1157.
- Hein, V. (2012). The effect of teacher behaviour on students motivation and learning outcomes: A review. *Acta Kinesiologiae Universitatis Tartuensis*, 18, 9-19.
- Hunsaker, S. L., Finley, V. S., & Frank, E. L. (1997). An analysis of teacher nominations and student performance in gifted programs. *Gifted Child Quarterly*, 41(2), 19-24.
- Lai-Mui-Lee, F., Tracey, D., Barker, K., Fan, J., & Yeung, A. S. (2014). What predicts teachers' acceptance of students with special educational needs in kindergarten?. *Australian Journal of Educational and Developmental Psychology*, 60-70.
- Liu, S., Leung, F. K., & Jiang, Z. (2022). The appraisal antecedents of Shanghai students' mathematics anxiety and the moderating effects of teacher behaviours: from the perspective of the control-value theory. *Asia Pacific Journal of Education*, 1-14.
- Manzano-Sánchez, D., & Valero-Valenzuela, A. (2019). Implementation of a model-based programme to promote personal and social responsibility and its effects on motivation, prosocial behaviours, violence and classroom climate in primary and secondary education. *International journal of environmental research and public health*, 16(21), 4259.
- Mart, C. T. (2011). How to Sustain Students' Motivation in a Learning Environment. *Online submission*.
- Mašková, I., Mägdefrau, J., & Nohavová, A. (2022). Work-related coping behaviour and experience patterns, career choice motivation, and motivational regulation of first-year teacher education students—Evidence from Germany and the Czech Republic. *Teaching and Teacher Education*, 109, 103560.
- Noori, A. Q., Said, H., Nor, F. M., & Abd Ghani, F. (2020). The relationship between university lecturers' behaviour and students' motivation. *Universal Journal of Educational Research*, 8(11C), 15-22.
- Padwad, A., & Dixit, K. (2017). Teacher classroom behaviour and teacher motivation. *Apple, MT, Da Silva, D., & Fellner, T.(Eds.) L*, 2, 151-169.
- Plavšić, M., & Diković, M. (2022). What is Most Difficult in a Teacher's Job from the Perspective of Teachers, Students and Parents?. *Journal of Elementary Education*, 15(1), 31-50.
- Rehman, A., & Haider, K. (2013). The impact of motivation on learning of secondary school students in Karachi: An analytical study. *Educational Research International*, 2(2), 139-147.
- Vansteelandt, I., Mol, S. E., & Van Keer, H. (2022). Pre-service teachers' reader profiles: stability and change throughout teacher education. *Journal of Research in Reading*, 45(1), 1-19.
- Zhang, Y., & Yang, F. (2020). How and when spiritual leadership enhances employee innovative behavior. *Personnel Review*.