Role of Teachers' Behaviour as a Facilitator in Students' Motivation at Secondary School Level: An Analysis

Shahid Hussain Atta[1]
M.Phil. Scholar
[1]Department of Education, National College of Business Administration and Economics (NCBA&E) Rahim Yar Khan Email ID: mh7641924@gmail.com
Dr. Jam Muhammad Zafar[2]
Assistant Professor
[2]Department of Education, Khwaja Fareed University of Engineering and Information Technology (KFUEIT) Rahim Yar Khan Email ID: dr.zafar@kfueit.edu.pk
Shahid Hussain[3]
M.Phil. Scholar
[3]Department of Education, National College of Business Administration and Economics (NCBA&E) Rahim Yar Khan Email ID: malikshahid5986@gmail.com

Corresponding author: Dr. Jam Muhammad Zafar
Email ID: dr.zafar@kfueit.edu.pk

Abstract

The study aimed to analyze the, "Role of Teachers' Behaviour as a Facilitator in Students' Motivation at Secondary School Level". The study was survey and descriptive in nature. The quantitative as well as qualitative (QUAN-qual.) method was adopted. The explanatory sequential approach was used and cluster random sampling was adopted. The sample of study consisted 400 including 16 head teachers, 64 secondary school teachers, 320 students of secondary classes. The questionnaire was developed as a research tool for data collection. The collected data was fed into data sheet. The validity of questionnaire was ensured through experts' opinion and reliability was calculated through Cronbach Alpha. The study found that 97% of head teachers, SSTs and students strongly agreed about teacher as a facilitator of students to self-explore the required answers. Mean score 4.58 and standard deviation 0.553 supported. The study concluded that gender-based collective data reflects that male teachers as facilitator perform well than female teachers and locality-based collective data reflects that rural teachers as facilitator perform well than urban. The study recommended that teachers may be facilitator of students to motivate them towards learning.
Keywords: Teachers' behavior, Students' motivation, Information provider, Planner

Introduction

The behaviour of teachers plays a crucial role in shaping students' experiences and outcomes. Teachers' actions extend beyond test scores—they shape students' attitudes, behaviours, and lifelong learning. Research shows that teachers significantly influence students' self-efficacy in math, happiness, and behaviour in class. Teaching practices, such as emotional support and classroom organization, are closely linked to students' attitudes and behaviours. Effective test-score improvement doesn't always correlate with positive attitudes and behaviours. A good teacher embodies passion, empathy, and positivity, creating an environment where curiosity thrives and mistakes are embraced. Effective teaching goes beyond academic knowledge; it involves fostering a love for learning. In the face of challenges, they see opportunities for learning and resilience (Hernandez et al 2020; Zafar et al., 2021). They believe in their students' potential, fostering a can-do spirit of digital literacy in the classroom. Researchers study teacher behaviours and their impact on student achievement using a process-product model. This model identifies factors correlated with student outcomes. An Excellent teacher who has positive attitude always shows best qualities that includes the empathy, communication skills, adaptability, and enthusiasm. These qualities contribute to better learning outcomes. Teacher behaviour directly affects interactions with students, parents, colleagues, and administration. Positive teacher behaviour fosters a conducive learning environment (Ames & Archer, 1988; Kincade, 2020; Madigan & Kim, 2021; Baghoussi, 2021)

What is Behavior?

An observable and quantifiable process, action, or activity. These behaviors, activities, and processes frequently start in reaction to either internal or external stimuli. The variety of acts and mannerisms that people, animals, systems, or artificial entities exhibit in a given context is referred to as behavior. Together with the inanimate physical surroundings, these systems may also comprise other systems or living things. It's the systems or organisms calculated reaction to different inputs or stimuli, internal or external, conscious or subconscious, overt or covert, voluntary or involuntary. A paradigm in psychology known as behaviorism emphasizes how the environment shapes an individual's conduct. According to this theory, conduct can be changed or molded by conditioning processes and is taught. According to John B. Watson, psychology ought to give more weight to external behavior than to internal thought processes. This theory, which describes how behavioral changes occur as a result of behavior consequences, was elaborated upon by B.F. Skinner sometimes known as operant learning. In addition to the traditional ideas, contemporary behaviorism, sometimes referred to as neo-behaviorism, also includes cognitive aspects. It acknowledges that thought processes significantly influence behavior (Pennings & Hollenstein, 2020; Mumtaz et al., 2024).

What is Teacher Behavior?

The term "teacher behavior" describes a person's actions or behavior when carrying out tasks that are expected of them as educators, especially when such tasks involve directing or guiding the education of others. It is essential to guaranteeing that every student receives a top-notch education. The behavior of teachers is social behavior. It covers the how teachers approach their lessons, their subject-matter expertise, and how they interact with staff members, parents, and

other teachers. Teachers' interactions with children, parents, coworkers, and staff management are directly impacted by their behavior. Furthermore, how the teacher acts and runs the class may have an impact on students' motivation to learn as well as their willingness to attend. During the mid-1960s to the early 1970s, educational researchers concentrated on the relationship between instructors' instructional practices and student learning outcomes, following the then-dominant behavioral psychology of learning. According to this, a competent teacher should be able to engage in a variety of productive activities to ensure that students learn as much as possible. The majority of research used a process–product approach, in which students' learning outcomes were predicted using systematic observation schedules to record and assess a teacher's behavior or classroom interactions (the process). Research in the teacher behavior tradition gradually resulted in long lists of effective teacher behaviors and observation schemes to score and evaluate these behaviors. When the implementation of these research findings did not actually lead to improvements in teaching practice, attention shifted to the teacher-thinking processes. Documenting the connections between student outcomes (particularly adjusted gains on standardized achievement tests) and classroom procedures (particularly teacher actions) is essential to effective teaching. Several classroom management and instructional practices have been linked to success gains, according to process-outcome research (Brandmiller et al, 2020; Hina et al., 2023).

What is the Role of Teacher Behaviour?

A teacher is somebody who imparts knowledge or provides instruction. They are professionally engaged in the task of educating others and may also be referred to as an instructor or tutor. A teacher is an individual who imparts religious instruction, serves as a preacher, and acts as a minister of the gospel. Occasionally, a teacher may also engage in preaching without formal ordination (Beck, 2020; Bhutto et al., 2023).

Education is a panacea and the role of teacher is necessary in grooming and enhancing the quality of education among students. A teacher, sometimes known as a school instructor or educator, is an individual who assists students in acquiring knowledge, competence, and virtue. In certain nations, the education of school-aged individuals can occur in an informal environment, such as within the family through home schooling, rather than in a formal setting like a school or college. Certain occupations, such as youth worker and pastor, may need a substantial amount of teaching. Typically, the education system in most nations relies on the employment of trained educators to provide formal instruction to students. This article specifically addresses individuals who are employed primarily as educators in a formal educational setting, such as a school or other institution providing first formal education or training (Wahab & Nuraeni, 2020; Bøjer, 2021).

Who is a Good Teacher?

A great teacher is one who motivates their students in the learning process and also to improve the socio-economic skills among the students. The role of a teacher is not only to engage the students and teach them the relevant curriculum but it is beyond the teaching. A good teacher enhances the personal capacities and personality building among the students (Marcos et al, 2020; Kopelman-Rubin et al, 2021).

An exceptional educator ensures that pupils understand they can rely not only on their individual instructor, but also on the collective support of the entire class. An exceptional educator

is characterised by their affability, approachability, fervour, and compassion. This individual is easily accessible, not just to students, but to all individuals on campus (Sood & Sarin, 2021).

Teachers possess three passions: a passion for acquiring knowledge, a passion for their students, and a passion for uniting the first two passions. Education serves as our gateway to the future, as the individuals who equip themselves for it today will be the ones who own it tomorrow. I do not possess the occupation of a teacher, but rather I am someone who stimulates or arouses awareness or understanding. The skill of instructing is the skill of aiding the process of uncovering new knowledge or understanding (Papadatou-Pastou et al, 2021; Shafqat et al., 2024).

Teacher as a Motivator

Teacher plays pivotal role in motivation of students. Motivation is an essential part of performing any task and assignment. Motivation requires skilful hands. A teacher needs to be at home in basic Psychology, Sociology and guidance. The basic elements which signify the motivations are self-esteem and trust of the students (Bamosa & Ali, 2000).

Motivation Definition

Motivation arises from the dynamic interplay between an individual and their surrounding circumstances. Motivation refers to the psychological processes that determine the level of an individual's effort, the direction in which that effort is applied, and the duration for which it is sustained in order to achieve a specific objective (Crookes & Schmidt, 1991). Motivation is the driving force that stimulates and maintains activity to fulfil physiological or psychological needs or desires. It is responsible for energising and directing our actions, including our cravings for food, our longing for sexual closeness, and our aspirations for achievement (Broussard & Garrison, 2004; Bardach & Klassen, 2021).

Sources of Motivation

Intrinsic and extrinsic motivations are the two primary sources of motivation.

Intrinsically Motivation

Intrinsic motivation refers to activity that is carried out for its own reason, with the motivation stemming from the act of executing the behaviour itself.

Extrinsic Motivation

Extrinsic motivation refers to action that is driven by the desire to get tangible rewards or social recognition, or to avoid negative consequences.

Motivation factor:

Many factors motivate students to learn. The motivation aspects are as under.

- Achievement

- Recognition

- The work itself

- Responsibility

- Advancement and growth

Deci (1999) defined extrinsic motivation as an outside force influencing behavior, whereas intrinsic motivation is the drive resulting from one's own delight, interest, or pleasure. While extrinsic motivation is fueled by the expectation of advantages from outside sources, intrinsic motivation comes from the enjoyment of an activity. Extrinsic motives are frequently exemplified by financial incentives, academic success, and the dread of punishment (Dafid et al, 2022).

Motivation is the result of a constellation of closely related concepts, beliefs, values, interests, and behaviors. As a result, many theories of motivation may focus on cognitive behaviors like planning and monitoring, non-cognitive behaviors like perceptions, beliefs, and attitudes, or both. By assisting students in improving their academic performance, teachers hope to increase their motivation for learning (Klahr, 2007; Guay et al, 2010).

Gottfried (1990) defined academic motivation as "enjoyment of school learning," which is typified by an emphasis on mastery, curiosity, perseverance, task endogeneity, and the capacity to take on challenging new tasks. Turner (1995), on the other hand, defines academic motivation as the "willing application of advanced self-regulated learning techniques, including monitoring, planning, connecting, and paying attention."

According to Crookes (1991), creating a motivated learning atmosphere in the classroom entails being a suitable instructor, acting in a welcoming and compassionate manner, appreciating the learning progress of the students, and having high expectations for their accomplishments. Extra elements include energy and creating a welcoming and encouraging learning atmosphere in the classroom, encouraging taking chances and accepting failures as a necessary part of the learning process.

According to Schmidt (1991), educators should vary the tasks, assignments, and resources they use while talking to students about motivational strategies. This is due to the fact that classes that constantly adhere to the same format may cause students to become less attentive and more bored. According to Dorney (2001), motivation goes through multiple stages: it needs to be generated initially, then maintained. A study on the relationship between achievement and motivation was carried out in East Asia by Leung (2010, 1204). He conducted a sample of 49 educational systems globally using qualitative analysis. 4,972 pupils made up the Hong Kong sample; the remaining 4,856 students came from an unidentified place, 5,309 from Korea, 6,018 from Singapore, 5,379 from Chinese Taipei, 4,791 from Australia, 2,830 from England, 3,065 from The Netherlands, and 8,912 from

Purpose of this research is to address a gap in the existing body of literature by investigating the perspectives of educators regarding motivation, the factors that influence motivation in the classroom, and the methods that teachers employ to encourage their pupils. Although there has been a significant amount of research conducted on the topic of motivation, very few academics have taken the time to investigate how teachers see the methods that they employ in order to motivate their pupils. The subject of what motivates people to pursue careers in teaching is becoming an increasingly important concern for many people, including scholars and education administrators. Statement of the problem, "Role of Teachers' Behaviour as Facilitator and Role Model in Students' Motivation at Secondary School Level"

Research Objectives

Research objectives of this study were:

- To analyze the teachers' behavior as a facilitator at secondary school level
- To compere the male and female teachers' behavior as facilitators at secondary school level
- To compere the urban and rural teachers' behavior as facilitators at secondary school level

Research Questions

Research questions of the study were:

1. What is the teachers' behavior as facilitator at secondary school level?
2. Is there any difference between male and female teachers' behavior as facilitators at secondary school level?
3. Is there any difference between urban and rural teachers' behavior as facilitators at secondary school level?

Research Methodology

"Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research" (Ahmad et al., 2023, p.402). The study was survey and descriptive. The quantitative as well as qualitative method, (QUAN – qual) method was used. The explanatory sequential approach was used. "The population is defined as a set of individuals, data, or items from which a statistical sample is taken" (Younus et al., 2023, p.3523). The population of the study was comprised; one hundred and eleven (111) Head Teacher of secondary schools, four hundred and sixty four (464) Secondary school teachers, fifteen thousand five hundred and twenty (15520) Students of secondary schools. https://sis.punjab.gov.pk/. This was done using the probability sampling approach. The suggested study was used the cluster random sample approach. The sample of study was consisted; sixteen (16) Head teachers, sixty-four (64) secondary school teachers, three Hundred twenty (320) Students of Secondary classes and total sample of study comprised the Four hundred (400). The researchers followed the sampling chart of L.R.GAY given in his book Education. Instruments preform significant part, it helps in assembling information from the research participants, and the purpose of data collection is to obtain quality evidence to find the answer of research question (Rasheed et al., 2024; Sadaf et al., 2024). The researcher was developed research tool for data collection as follows; the researchers were developed Questionnaire for data collection from the sampled respondents. The Questionnaire will be based; Part.1: Demographic, Part.2: Closed-Ended, Part 3: Open Ended. The researcher was developed interview schedule /protocol for data collection from, Head Teacher of the secondary schools. The researcher developed research tools was pilot tested. The validity of questionnaire was ensured through expert opinion; the reliability of the questionnaire was calculated through Cronbach Alpha. Pilot testing was conducted for the reliability and validity of research tools. The collected data was arranged properly and fed into data sheet. The collected data was arranged properly and fed into data sheet. Further the data was

analyzed through SPSS-24 using relevant statistical formulas as; Frequency, Percentage, measure, Standard deviation.

Data Analysis
Table.1: Factor-1: Teacher as a Facilitator

RPS	Stat.	Responses						SD	Mean
		SDA	DA	UD	A	SA	Total		
Item.1	F	2	0	1	94	303	400	.568	4.59
	%	1%	0%	2%	34%	63%	100%		
Item.2	F	0	0	1	129	270	400	.510	4.68
	%	0%	0%	2%	28%	70%	100%		
Item.3	F	0	0	7	119	274	400	0.480	4.71
	%	0%	0%	2%	25%	73%	100%		
Item.4	F	0	0	14	152	234	400	.605	4.54
	%	0%	0%	6%	35%	59%	100%		
Item.5	F	0	3	11	155	231	400	.580	4.50
	%	0%	1%	2%	43%	54%	100%		
Item.6	F	0	0	6	140	254	400	.547	4.57
	%	0%	0%	3%	37%	60%	100%		
Item.7	F	0	3	1	158	238	400%	.636	4.50
	%	0%	3%	0%	42%	55%	100%		
Item.8	F	0	0	22	154	224	400	.567	4.48
	%	0%	0%	4%	43%	53%	100%		
Item.9	F	1	0	6	134	259	400	0.520	4.61
	%	1%	0%	3%	34%	62%	100%		
Item.10	F	0	0	1	165	234	400	.521	4.63
	%	0%	0%	2%	32%	66%	100%		
Total	F	0	1	7	140	252	400	0.5534	4.581
	%	0%	0%	3%	35%	62%	100%		

Table.1 presents Factor-1: Teacher as a Facilitator**.** Data analysis represents that 62 % of Head teachers, SSTs and Students strongly agreed teacher as a facilitator while 35% of Head teachers, SSTs and Students were agreed, 3% of Head teachers, SSTs and Students were undecided. Whereas 0% of Head teachers, SSTs and Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority 97% (62%+35%) of Head teachers, SSTs and Students strongly agreed teacher as a facilitator. The mean score 4.58 and standard deviation 0.553 supported the statement.

Table.2: T-Test Data Analysis-Gender Analysis of Factor.1: Teacher as a Facilitate

Items	Gender	N	Statistics				
			Mean	SD	T-value	df	Sig.
Item.1	Male	200	4.70	0.520	-1.578	398	0.17
	Female	200	4.78	0.492	-1.578	396	
Item.2	Male	200	4.71	0.452	1.794	398	.000
	Female	200	4.63	0.494	1.794	394	
Item.3	Male	200	4.71	0.474	1.878	398	.001
	Female	200	4.62	0.535	1.878	392	
Item.4	Male	200	4.59	0.549	1.421	398	.120
	Female	200	4.51	0.575	1.421	397	
Item.5	Male	200	4.54	0.565	0.169	398	.300
	Female	200	4.53	0.617	0.169	395	
Item.6	Male	200	4.62	0.495	0.194	398	.262
	Female	200	4.61	0.536	0.194	395	
Item.7	Male	200	4.60	0.491	.829	398	.026
	Female	200	4.55	0.590	.829	385	
Item.8	Male	200	4.66	0.473	1.520	398	.000
	Female	200	4.34	0.669	1.520	358	
Item.9	Male	200	4.61	0.498	-0.368	398	.529
	Female	200	4.63	0.586	-0.368	387	
Item.10	Male	200	4.62	0.486	1.506	398	.005
	Female	200	4.54	0.509	1.506	397	
Total	Male	200	4.636	0.853	1.1365	398	0.1413
	Female	200	4.57	0.560	1.1365	389.6	

Table.2: T-Test Data Analysis Gender, Analysis of Factor.1: Teacher as a Facilitator
Item.1 data analysis reflects that mean value of male is 4.70 and females is 4.78 that reflects that female teachers facilitate secondary school students to work hard for good performance than male. The standard deviation 0.492, t-value-1.578, df 396 and Sig .117 also supported.
Item.2 data analysis reflects that means value of male is 4.71 and female is 4.63 that reflect that male teachers are professionally confident to assist students to obtain nice grades than female. The standard deviation0.452, t-value 1.794, df 398 and Sig .000, also supported
Item 3 data analysis reflects that mean value of male is 4.71 and females is 4.62 that reflects that males Teachers frequently motivate students to make efforts than female. The standard deviation 0.474, t-value 1.87, df 398 and Sig .001 also supported
Item.4 data analysis reflects that mean value of male is 4.59 and females is 4.51 that reflects that male Teachers softly communicate students to achieve the predetermined objectives than female. The standard deviation 0.549, t-value 1.421, df 398 and Sig .120 also supported

Item.5data analysis reflects that mean value of male is 4.54 and females is 4.53 that reflects that male Teachers inculcate the interpersonal skills in students being a mentor than females. The standard deviation 0.565, t-value 0.169, df 398 and Sig .300 also supported.

Item.6 data analysis reflects that mean value of male is 4.62 and females is 4.61 that reflects that male Teachers assist the secondary school students to make effort for success than female. The standard deviation 0.495, t-value 0.194, df 398 and Sig .262 also supported.

Item.7 data analysis reflects that mean value of male is 4.60 and females is 4.55 that reflects that male Teachers provide guidance to students to achieve for good grades than females. The standard deviation 0.491, t-value .829, df 398 and Sig .026 also supported.

Item.8 data analysis reflects that mean value of male is 4.66 and female is 4.34 that reflects that male Teachers support students to make clear their concepts than females. The standard deviation 0.473, t-value 1.52, df 398 and Sig.000 also supported.

Item.9 data analysis reflects that mean value of male is 4.61 and females is 4.63 that reflects that female Teachers help students to search answers of various questions than male. The standard deviation 0.586, t-value-0.368, df 387 and Sig .529 also supported.

Item.10 data analysis reflects that mean value of male is 4.62 and females is 4.54 that reflects that male Teachers motivate students to self-explore the required answers than female. The standard deviation 0.486, t-value 1.50, df 398 and Sig .005 also supported.

Collectively, data analysis reflects that mean value of male is 4.63 and females is 4.57 that reflects that male teachers as facilitator perform well than females. The standard deviation, 0.853 t-values 1.13, df 398 and Sig 0.141 also supported.

Table.3: T-Test Data Analysis Locality based Analysis of Factor.1: Teacher as a Facilitator

Items	Locality	N	Statistics				
			Mean	SD	T-value	df	sig
Item.1	Urban	200	4.71	0.45	-0.98	398	.327
	Rural	200	4.76	0.55	-0.98	381	
Item.2	Urban	200	4.69	0.46	0.97	398	.046
	Rural	200	4.65	0.48	0.97	396	
Item.3	Urban	200	4.62	0.52	-1.87	398	.002
	Rural	200	4.71	0.48	-1.87	395	
Item.4	Urban	200	4.50	0.56	-1.77	398	.167
	Rural	200	4.60	0.55	-1.77	397	
Item.5	Urban	200	4.48	0.59	-1.86	398	.244
	Rural	200	4.59	0.58	-1.86	397	
Item.6	Urban	200	4.59	0.52	-1.16	398	.095
	Rural	200	4.65	0.50	-1.16	397	
Item.7	Urban	200	4.58	0.49	0.092	398	.123
	Rural	200	4.57	0.58	0.092	386	
Item.8	Urban	200	4.48	0.59	-0.665	398	.839

	Rural	200	4.52	0.60	-0.665	397	
Item.9	Urban	200	4.57	0.58	-2.03	398	.001
	Rural	200	4.68	0.48	-2.03	384	
Item.10	Urban	200	4.53	0.50	-1.91	398	.011
	Rural	200	4.63	0.49	-1.91	397	
Total	Urban	200	4.57	0.526	-1.1183	398	0.1855
	Rural	200	4.63	0.529	-1.1183	392.7	

Table.3: T-Test Data Analysis Locality Analysis of Factor.1: Teacher as a Facilitator: Item.1 data analysis reflects that mean value of urban is 4.71 and mean value of rural is 4.76 that reflects that rural Teachers facilitate secondary school students to work hard for good performance than urban. The standard deviation 0.55 t-value-0.98 df 381 and Sig.327 also supported.

Item.2 data analysis reflects that mean value of urban is 4.69 and mean value of rural is 4.65 that reflects that urban Teachers am professionally confident to assist students to obtain nice grades than rural. The standard deviation 0.46, t-value 0.97., df 398.and Sig .046 also supported.

Item.3 data analysis reflects that mean value of urban is 4.62 and mean value of rural is 4.71 that reflect that rural Teachers frequently motivate students to make efforts than urban. The standard deviation 0.48, t-value -1.87., df 398 .and Sig .002 also supported.

Item.4 data analysis reflects that mean value of urban is 4.50 and mean value of rural is 4.60 that reflects that rural Teachers softly communicate students to achieve the predetermined objectives than urban. The standard deviation 0.55., t-value -1.77 df 397 .and Sig .167 also supported.

Item.5 data analysis reflects that mean value of urban is 4.48 and mean value of rural is 4.59 that reflects that rural Teachers inculcate the interpersonal skills in students being a mentor than urban. The standard deviation0.58, t-value-1.86, df 397 and Sig .244 also supported.

Item.6 data analysis reflects that mean value of urban is 4.59 and mean value of rural is 4.65 that reflects that rural Teachers assist the secondary school students to make effort for success than urban. The standard deviation 0.50, t-value -1.16, df 397 .and Sig .095 also supported.

Item.7 data analysis reflects that mean value of urban is 4.58 and mean value of rural is 4.57 that reflects that urban Teachers provide guidance to students to achieve for good grades than rural. The standard deviation 0.49, t-value 0.092, df 398 .and Sig .123 also supported.

Item.8 data analysis reflects that mean value of urban is 4.48 and mean value of rural is 4.52 that reflects that rural Teachers support students to make clear their concepts than urban. The standard deviation 0.60, t-value -0.66, df 397 .and Sig .839 also supported.

Item.9 data analysis reflects that mean value of urban is 4.57 and mean value of rural is 4.68 that reflects that rural Teachers help students to search answers of various questions than urban. The standard deviation 0.48, t-value -2.03, df 384 and Sig .001 also supported.

Item.10 data analysis reflects that mean value of urban is 4.53 .and mean value of rural is 4.63 that reflects that rural Teachers motivate students to self-explore the required answers than urban. The standard deviation 0.49, t-value-1.91, df 397 and Sig .011 also supported

Collectively, data analysis of all items reflects that mean value of urban is 4.57 and mean value of rural is 4.63 that reflect that rural teachers as facilitator perform well than urban. The standard deviation 0.529, t-value -1.11, df 392 and Sig 0. 185 also supported.

Open-Ended Data

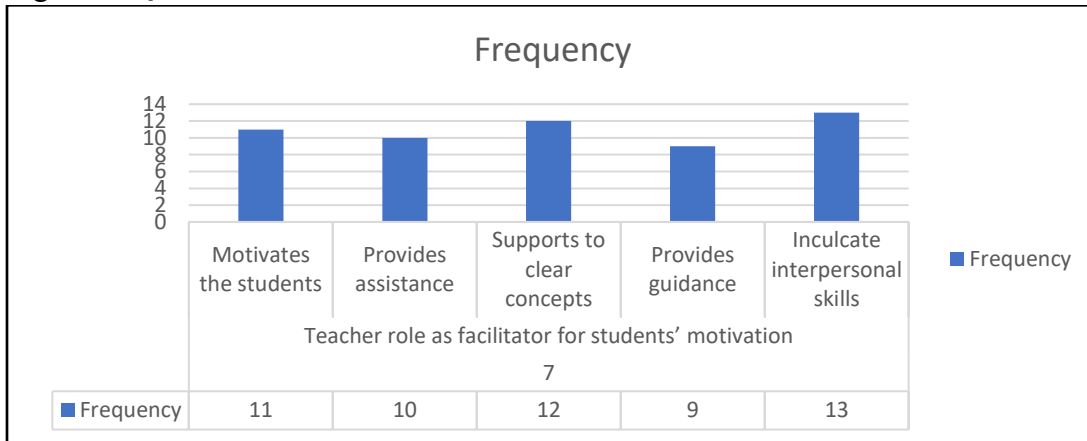Figure.1: Q.1: What is teachers' role as facilitator for students' motivation?

Figure.1: Q.1 was related to teachers' role as facilitator for students' motivation. Majority 13 respondents inculcate interpersonal skills, 12 respondents supported through clear concepts, 11 respondents directly motivated students, 10 respondents provide assistance and 9 respondents provide guidance to the students.

Findings

Factor-1: Teacher as a Facilitator

- 63% of Head teachers, SSTs and Students strongly agreed that Teachers facilitate secondary school students to work hard for good performance while 34% of Head teachers, SSTs and Students were agreed, 2% of Head teachers, SSTs and Students were undecided. Where 1% of Head teachers, SSTs and Students were strongly disagreed, 0% of Head teachers, SSTs and Students were strongly disagreed. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers facilitate secondary school students to work hard for good performance. Mean 4.59 and S.D 0.568 supported.

- 70% of Head teachers, SSTs and Students strongly agreed that teachers are professionally confident to assist students to obtain nice grades while 28% of Head teachers, SSTs and Students were agreed, 2% of Head teachers, SSTs and Students were undecided where 0% of Head teachers, SSTs and Students were disagreed, 0% of Head teachers, SSTs and Students were with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that teachers are

professionally confident to assist students to obtain nice grades. The mean score 4.68 and standard deviation 0.510 supported the statement.

- 73% of Head teachers, SSTs and Students strongly agreed that Teachers frequently motivate students to make efforts while 25% of Head teachers, SSTs and Students were agreed, 2% of Head teachers, SSTs and Students were undecided and 0% of Head teachers, SSTs and Students were disagreed with the given statement and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers frequently motivate students to make efforts. The mean score 4.71 and standard deviation 0.480 supported the statement.

- 59% of Head teachers, SSTs and Students strongly agreed that Teachers softly communicate students to achieve the predetermined objectives while 35% of 9Head teachers, SSTs and Students were agreed, 6% of Head teachers, SSTs and Students were undecided and 0% of Head teachers, SSTs and Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers softly communicate students to achieve the predetermined objectives. The mean score 4.54 and standard deviation 0.605 supported the statement.

- 54% of Head teachers, SSTs and Students strongly agreed that Teachers inculcate the interpersonal skills in students being a mentor. While 43% of Head teachers, SSTs and Students were agreed, 2% of Head teachers, SSTs and Students were undecided and 1% of Head teachers, SSTs and Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers inculcate the interpersonal skills in students being a mentor. Mean score 4.50 and standard deviation 0.580 supported the statement.

- 60% of Head teachers, SSTs and Students strongly agreed that Teachers assist the secondary school students to make effort for success while 37% of Head teachers, SSTs and Students were agreed, 3% of Head teachers, SSTs and Students were undecided and 0% of Head teachers, SSTs and Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers assist the secondary school students to make effort for success. Mean score 4.57 and standard deviation 0.547 supported the statement.

- 55% of Head teachers, SSTs and Students strongly agreed that Teachers provide guidance to students to achieve for good grades while 42% of Head teachers, SSTs and Students were agreed, 3% of Head teachers, SSTs and Students were undecided and 0% of Head teachers, SSTs and

Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers provide guidance to students to achieve for good grades. Mean score 4.50 and standard deviation 0.636 supported the statement.

- 53% of Head teachers, SSTs and Students strongly agreed that Teachers support students to make clear their concepts while 43% of Head teachers, SSTs and Students were agreed, 4%% of Head teachers, SSTs and Students were undecided and 0% of Head teachers, SSTs and Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers support students to make clear their concepts. Mean score 4.48 and standard deviation 0.567 supported the statement.

- 62% of Head teachers, SSTs and Students strongly agreed that Teachers help students to search answers of various questions. While 34% of Head teachers, SSTs and Students were agreed, 3% of Head teachers, SSTs and Students were undecided and 1% of Head teachers, SSTs and Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers help students to search answers of various questions. Mean score 4.61 and standard deviation 0.520 supported the statement.

- 66% of Head teachers, SSTs and Students strongly agreed that Teachers motivate students to self-explore the required answers. While 32% of Head teachers, SSTs and Students were strongly agreed, 2% of Head teachers, SSTs and Students were undecided and 0% of Head teachers, SSTs and Students were disagreed and 0% of Head teachers, SSTs and Students were strongly disagreed with the given statement. As a whole majority of Head teachers, SSTs and Students strongly agreed that Teachers motivate students to self-explore the required answers. The mean score 4.63 and standard deviation 0.521 supported the statement

- Gender-based collective data reflects that mean value of male is 4.63 and females is 4.57 that reflects that male teachers as facilitator perform well than females. The standard deviation, 0.853 t-value 1.13, df 398 and Sig 0.141   also supported.

- Locality-based collective data reflects that mean value of urban is 4.57 .and mean value of rural is 4.63 that reflects that rural teachers as facilitator perform well than urban. The standard deviation 0.529, t-value -1.11, df 392 and Sig 0. 185 also supported.

- Figure.1 presents the question was related to teachers' role as facilitator for students' motivation. The data showed that majority 13 respondents inculcate interpersonal skills,

12 respondents supported through clear concepts, 11 respondents directly motivated students, 10 respondents provide assistance and 9 respondents provide guidance to the students.

Discussion

The study affirmed that majority of Head teachers, SSTs and Students were of the view that teachers facilitate secondary school students to work hard for good performance, majority of Head teachers, SSTs and Students were of the view that teachers are professionally confident to assist students to obtain nice grades, majority of Head teachers, SSTs and Students were of the view that teachers frequently motivate students to make efforts, majority of Head teachers, SSTs and Students were of the view that Teachers softly communicate students to achieve the predetermined objectives, majority of Head teachers, SSTs and Students were of the view that teachers inculcate the interpersonal skills in students being a mentor, majority of Head teachers, SSTs and Students were of the view that teachers assist the secondary school students to make effort for success, majority of Head teachers, SSTs and Students were of the view that teachers provide guidance to students to achieve for good grades, majority of Head teachers, SSTs and Students were of the view that Teachers support students to make clear their concepts, majority of Head teachers, SSTs and Students were of the view that Teachers help students to search answers of various questions. Majority of Head teachers, SSTs and Students were of the view that teachers motivate students to self-explore the required answers.

The gender-based collective data reflects that mean value of male and female reflects that male teachers as facilitator perform well than female teachers. The standard deviation, T-value, df and Sig. also supported. The locality-based collective data reflects that mean value of urban and mean value of rural reflects that rural teachers as facilitator perform well than urban. The standard deviation, T-value, df and Sig. also supported.

Conclusions

First factor of the study was related to teacher as facilitator, The study concluded that majority of Head teachers, SSTs and Students were of the view that teachers facilitate secondary school students to work hard for good performance, majority of Head teachers, SSTs and Students were of the view that Teachers are professionally confident to assist students to obtain nice grades, majority of Head teachers, SSTs and Students were of the view that Teachers frequently motivate students to make efforts, majority of Head teachers, SSTs and Students were of the view that Teachers softly communicate students to achieve the predetermined objectives, majority of Head teachers, SSTs and Students were of the view that Teachers inculcate the interpersonal skills in students being a mentor, majority of Head teachers, SSTs and Students were of the view that Teachers assist the secondary school students to make effort for success, majority of Head teachers, SSTs and Students were of the view that Teachers provide guidance to students to achieve for good grades, majority of Head teachers, SSTs and Students were of the view that Teachers support students to make clear their concepts, majority of Head teachers, SSTs and Students were of the view that Teachers help students to search answers of various questions, majority of Head teachers,

SSTs and Students were of the view that Teachers motivate students to self-explore the required answers.

The study concluded that gender-based collective data reflects that mean value of male and female reflects that male teachers as facilitator perform well than female teachers. The standard deviation, T-value, df and Sig. also supported. The study concluded that locality-based collective data reflects that mean value of urban and mean value of rural reflects that rural teachers as facilitator perform well than urban. The standard deviation, T-value, df and Sig. also supported.

Recommendations

- The study recommended that secondary school teachers may be contributed as a facilitator toward students learning and motivation at secondary level.
- The study recommended that secondary school teachers may be contributed as a role model towards students learning and motivation at secondary level.
- The study recommended that secondary school teachers may be contributed as an information provider towards students learning and motivation at secondary level
- The study recommended that secondary school teachers may be contributed as resource developer towards students learning and motivation at secondary level.

References

Ahmad, A., Maitlo, S. K., & Jeevan, S. (2023). Exploring The Challenges and Solutions in Doctoral Dissertation Writing and Defense Faced by Pakistani ESL Scholars. *Global Educational Studies Review, VIII*(I), 397-409. https://doi.org/10.31703/gesr.2023(VIII-I).35

Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students' learning strategies and motivation processes. *Journal of educational psychology, 80*(3), 260-267. https://psycnet.apa.org/buy/1989-03213-001

Baghoussi, M. (2021). Teacher-centered approach prevalence in Algerian secondary-school EFL classes: The case of English Teachers and learners in Mostaganem district. *Arab World English Journal (AWEJ) Volume*, *12*. http://dx.doi.org/10.2139/ssrn.3892955

Bamosa, A. O., & Ali, B. A. (2000). Factors affecting student motivation: Perception of pre-clinical students in the college of medicine, King Faisal University, Dammam, Saudi Arabia. *Journal of Family and Community Medicine, 7*(1), 55-61.

Bardach, L., & Klassen, R. M. (2021). Teacher motivation and student outcomes: Searching for the signal. *Educational Psychologist*, *56*(4), 283-297. https://doi.org/10.1080/00461520.2021.1991799

Beck, J. S. (2020). *Cognitive behavior therapy: Basics and beyond*. Guilford Publications.

Bhutto, Q. Z., Zafar, J. M., & NaeemUllah. (2023). Need of Guidance and Counselling Framework for Improvement of Students' Learning Outcomes. Global Social Sciences Review, VIII(II), 455-462. https://doi.org/10.31703/gssr.2023(VIII-II).42

Bøjer, B. (2021). Creating a space for innovative learning: The importance of engaging the users in the design process. *Teacher transition into innovative learning environments: A global perspective*, 33-46. https://doi.org/10.1007/978-981-15-7497-9

Brandmiller, C., Dumont, H., & Becker, M. (2020). Teacher perceptions of learning motivation and classroom behavior: The role of student characteristics. *Contemporary Educational Psychology*, *63*, 101893. https://doi.org/10.1016/j.cedpsych.2020.101893

Broussard, S. C., & Garrison, M. B. (2004). The relationship between classroom motivation and academic achievement in elementary-school-aged children. *Family and consumer sciences research journal, 33*(2), 106-120. https://doi.org/10.1177/1077727X04269573

Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language learning, 41*(4), 469-512. https://doi.org/10.1111/j.1467-1770.1991.tb00690.x

Dafid, D., Wibawa, B., & Situmorang, R. (2022). The effect of laboratory-based learning strategies and mathematic logical intelligence on learning outcomes of linear algebra courses. *International Journal of Social Science Research and Review*, *5*(9), 413-437. https://doi.org/10.47814/ijssrr.v5i9.450

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British journal of educational psychology, 80*(4), 711-735. https://doi.org/10.1348/000709910X499084

Hernandez, J. E., Vasan, N., Huff, S., & Melovitz-Vasan, C. (2020). Learning styles/preferences among medical students: Kinesthetic learner's multimodal approach to learning anatomy. *Medical Science Educator*, *30*(4), 1633-1638. https://link.springer.com/article/10.1007/s40670-020-01049-1

Hina, S., Zafar, J. M., & Naeemullah. (2023). Effect of Parent's Social Background and Income Level on Decision-Making for School Selection of Their Children. *Qlantic Journal of Social Sciences and Humanities, 4*(3), 99-107. https://doi.org/10.55737/qjssh.872899622

Kincade, L., Cook, C., & Goerdt, A. (2020). Meta-analysis and common practice elements of universal approaches to improving student-teacher relationships. *Review of educational research*, *90*(5), 710-748. https://doi.org/10.3102/0034654320946836

Klahr, D. (2007). Teaching Science, What is the best way to motivate students in science. *The Journal of the Australian Science Teachers Association. Autumn2007, 53*(1), 38-42.

Kopelman-Rubin, D., Mufson, L., Siegel, A., Kats-Gold, I., Weiss, N., & Brunstein-Klomek, A. (2021). I can succeed, a new social emotional learning program for children based on interpersonal psychotherapy for adolescents. *European Journal of Developmental Psychology*, *18*(1), 112-130.https://doi.org/10.1080/17405629.2020.1768068

Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes. *International journal of educational research*, *105*, 101714. https://doi.org/10.1016/j.ijer.2020.101714

Marcos, R. I. S., Fernández, V. L., González, M. T. D., & Phillips-Silver, J. (2020). Promoting children's creative thinking through reading and writing in a cooperative learning classroom. *Thinking Skills and Creativity*, *36*, 100663. https://doi.org/10.1016/j.tsc.2020.100663

Mumtaz, A., Zafar, J. M., & Andleeb, S. (2024). Identification of Teachers' Professional Challenges about Content Knowledge and Managerial Matters at Secondary Level. *Pakistan Languages and Humanities Review, 8*(1), 138–152. https://doi.org/10.47205/plhr.2024(8-I)12

Papadatou-Pastou, M., Touloumakos, A. K., Koutouveli, C., & Barrable, A. (2021). The learning styles neuromyth: when the same term means different things to different teachers. *European Journal of Psychology of Education*, *36*, 511-531. https://doi.org/10.1007/s10212-020-00485-2

Pennings, H. J., & Hollenstein, T. (2020). Teacher-student interactions and teacher interpersonal styles: A state space grid analysis. *The Journal of Experimental Education*, *88*(3), 382-406. https://doi.org/10.1080/00220973.2019.1578724

Rasheed, B., Zafar, J. M., & Shaheen, R. (2024). Measuring the Cognitive Learning of Graduate Students about Zero Conditional Sentences in English at KFUEIT: The Descriptive and Explanatory Analysis. Pakistan *Languages and Humanities Review, 8*(2), 52–65. https://doi.org/10.47205/plhr.2024(8-II-S)06

Sadaf, H., Rasheed, B., & Ahmad, A. (2024). Exploring the Role of YouTube Lectures, Vlogs, and Videos in Enhancing ESL Learning. *Journal of Asian Development Studies, 13*(2), 657-670. https://doi.org/10.62345/jads.2024.13.2.52

Shafqat, S., Zafar, J. M., & Bhadroo, M. H. (2024). Identification of University Teachers' Academic Commitment in Personality Development towards Academic Excellence. *Annals of Human and Social Sciences*, *5*(1), 502–509. https://doi.org/10.35484/ahss.2024(5-I)45

Sood, A., & Sarin, J. (2021). Learning Styles: An Overview. *Indian Journal of Forensic Medicine & Toxicology*, *15*(3), 1-66. https://doi.org/10.37506/ijfmt.v15i3.15271

Wahab, I., & Nuraeni, N. (2020). The Analysis Of Students' Learning Style. *Seltics Journal: Scope of English Language Teaching Literature and Linguistics*, *3*(1), 41-46. https://doi.org/10.46918/seltics.v3i1.509

Younus, J., Farhat, P. A., & Ahmad, A. (2023). Analyzing The Factors Involvement in Declining Kalasha Language. *Pakistan Journal of Humanities and Social Sciences, 11*(3), 3520-3529. https://doi.org/10.52131/pjhss.2023.1103.0633

Zafar, J. M. ., Shakir, M. ., Haidar, Z. ., & Asif, M. . (2021). The Issues and Challenging Aspects Pertaining to Teacher Education at Public Sector in Pakistan: An Analysis. *Pakistan Journal of Social Sciences*, *41*(3), 571-581. Retrieved from http://pjss.bzu.edu.pk/index.php/pjss/article/view/1013