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IMPACT OF TEACHERS' BEHAVIOUR ON ACADEMIC COMMITMENT AND MOTIVATION OF STUDENTS AT SECONDARY SCHOOL LEVEL IN DISTRICT GHIZER, GILGIT-BALTISTAN

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Abstract

The role of teachers in shaping the academic commitment and motivation of secondary students cannot be overstated. This research study aims to examine the impact of teacher's behavior on the academic commitment and motivation of secondary school students. The major objectives of the study were To investigate the impact of teachers' behavior on student's academic commitment. To examine impact of teacher behavior on student's motivation. The research is quantitative in nature and descriptive survey approach was used in this study. Population of current study was 100 students in 10 secondary schools of District Ghizer. Random sampling technique was use in this study. Sample of 50 students were selected from 10 secondary schools and from two tehsils of district Ghizer. The major finding of the study was Majority of students (69%) feel motivated to actively participate in class due to their teacher's behavior. Encouragement from teachers plays a crucial role in boosting students' motivation to excel academically, with 59.5% of students agreeing or strongly agreeing. Major recommendation of the study was Training teachers in effective

feedback and encouragement strategies. Encouraging approachability and accessibility among teachers

Keywords: *Academic commitment, Learning environment, motivation, secondary students, student engagement, teacher behavior.*

INTRODUCTION

The phrase "teacher's behaviorist" refers to the behavioral expression of the act of teaching done to help a student or group of students learn. As a result, it includes all verbal and nonverbal actions used by a teacher to transfer knowledge in an academic setting. According to different research studies, different teachers' teaching styles and approaches produce a wide range of student performance outcomes. As a result, the teacher plays a vital role in establishing an inspiring learning environment in which their students may attain academic achievement. Teachers are commonly recognized as the most significant players in the learning domain (Pishghadam et al., 2021), since their professional success influences both students' and the academic system's overall performance (Mercer & Dörnyei, 2020). Teacher identity is one of the most significant factors of considering teachers to be effective, which has piqued the interest of academic academics and is a relatively new issue (Kalali Sani et al., 2022). A person's professional identity is defined as their qualified self-concept based on a variety of attributes such as experience, conviction, beliefs, reasons, and traits. It is a complex, developing, and unique matter created by interaction with others (Motalebzadeh & Kazemi, 2018). Teachers' behavior creates a framework for self-concept in which every student differentiates something about themselves based on their experiences, reasoning, convictions, and values as the main point of the teaching profession (Derakhshan et al., 2020).

Behavior is difficult to define since of its many characteristics and dynamic nature, which is influenced by multiple sources and evolves through time. Internal and external factors are thought to influence individual behavior (Lyhty, 2013). Among the many factors that influence teachers' conduct, mental traits such as devotion, drive, and self-efficacy appear to be the most relevant (Sani et al., 2022).

Understanding the aspects that influence students' decision-making cycle, manners, and opinions requires knowing the identities of instructors (Fogle and Moser, 2017). As a result, teacher conduct can influence students' motivation, self-efficacy, dedication, and achievement. Students' commitment is an important issue in relation to teachers' behavior, alluding to the fact that each instructional level is significant and has gotten a great deal of scrutiny. Academic section administration expects enhanced professional instructor conduct, defined as attachment, affiliation, and agreement to the workplace, as well as obligations to perform tasks and duties (Zhang et al., 2021). Although some of these studies focus on student academic commitment, it is a basic component of oneself that is sometimes related with identity. Commitment also determines whether instructors work hard enough to cope with the considerable challenges that arise as a result of inexperience while still participating in identity grooming and professional growth (Day, 508). Because education has been shown over time to be a difficult occupation for students, their tendency to continue their career is critical to catching up on involvement in education, which is related to dedication. Student commitment is clearly valued because teachers' enthusiasm for their jobs promotes students' academic engagement (Akkerman and Meijer, 2011). Because numerous factors influence a student's achievement, academic dedication and motivation in pupils is a fluid phenomenon. Each of these factors has a unique impact on each learner and situation.8). As a result, it is difficult to generalize research on the impact of numerous factors on student commitment and motivation (Ding & Sherman, 2016). The instructor's approach to the learner has received careful scrutiny (Ulug, Ozden, & Eryilmaz, 2021). Because numerous factors influence a student's achievement, academic dedication and motivation in pupils is a fluid phenomenon. Each of these factors has a unique impact on each learner and situation.8). As a result, it is difficult to generalize research on the impact of numerous factors on student commitment and motivation (Ding & Sherman, 2016). The instructor's approach to the learner has received careful scrutiny (Ulug, Ozden, & Eryilmaz, 2021). These instrumental components interact to shape a learner's personality. Motivation is the driving force behind people's individual decisions, interest in a task, and persistence in pursuing it and it deals with the importance of powerful factors and personal involvement in learning (Ushioda, 508).

It is a contrasting personality trait that acts as a motivator or inspiration to move or accomplish something. It is a thrill-seeking urge that leads to a determination to achieve greater accomplishments, regardless of life path, and is related with motivating goal-oriented actions (Singh, 2011). These instrumental elements work together.

PURPOSE OF THE RESEARCH

This study aims to identify the impact of teachers' behaviors on student's academic commitment and motivation. Ultimately, current study seeks to provide understandings for improving teaching practices and enhancing student's outcomes at secondary education level.

OBJECTIVES OF THE STUDY

1. To investigate the impact of teachers' behavior on student's academic commitment.
2. To examine impact of teacher behavior on student's motivation.

HYPOTHESIS OF THE STUDY

H₁: Teacher behavior has a significant impact on student academic commitment.

H₂: Teacher behavior has a significant impact on student motivation

LITERATURE REVIEW

Education is now universally regarded as the primary key to a nation's moral, cultural, political, and socioeconomic progress. In the last two decades, nations have taken big efforts, made revolutionary achievements, and done miracles. Without a doubt, their outstanding accomplishment is due to their real educational system (Ahmad, 2021). "Any country's educational system can provide a guarantee of success and prosperity for their nations." The development of a comprehensive and competent educational system is critical to the nation's survival (Saeed, 501 According to Murphy

(2019), the teacher has the ability to influence the character, behavior, and growth of pupils at an institution.

Ahmad (2020) employs a universal notion of students in institutions, and he distinguishes four common ideas of education as: someone who works hard, has expert knowledge, works on projects that require academic or practical preparation, and uses the finest methods. A teacher is an organism that conveys information to others, improves it, functions as a grower, and is a guiding light that relocates knowledge. teachers who can interact with multiple individuals and have expertise skills are more valuable in their classrooms for developing their students' etiquette, orientation, and accomplishment. Every single person in the classroom has a different way of thinking, which can be beneficial or detrimental to them at times. The term "teacher's behaviorist" refers to the behavioral expression of the act of teaching that is done to facilitate learning by a student or a group of students. As a result, it comprises all of the verbal and nonverbal behaviors demonstrated by a teacher in an academic context in an attempt to impart teaching. It has been found that different teachers' teaching styles and strategies produce a wide range of student performance outcomes. As a result, the teacher plays a critical role in creating an inspiring learning environment in which their students can develop intellectually. As a result, the personality and attitude of the teacher share a significant portion of the responsibility for quality learning. 'Learning is half as important as teaching since education is the union of teaching and learning, and it plays an equal, if not more vital, part in students' academic focus and desire. Because the emphasis of this study is on the supply side of the education equation, we do not go into detail about students' learning behavior and leave that topic for a future attempt. There is a wealth of literature on numerous aspects of quality education, including the crucial function of teaching. (Vegas & Petrow, 2018) underline that increased enrollment must be supported by a more significant commitment to improve educational quality. In terms of academic accomplishment, (Fredricks, Blumenfeld, & Paris, 2020) stated that the two most important determinants of academic commitment are students' study habits, first, and their attitude toward their studies, second. The authors also agree on the importance of the teacher. The teacher's teaching abilities, subject knowledge, and demeanor were all noted as perceived by the students. The study's findings and analysis revealed that

each of these factors was strongly related to students' academic dedication and desire. They carried out a study on Malaysian university students to evaluate how students' learning styles are not respected in pedagogical research or drill. They believe that educators are typically unaware of their own learning styles and participate in teaching without considering the demands of their students as represented by their learning styles. They discovered in their study that students prefer kinesthetic learning, which means they learn by actually participating in actions; however, they showed slight partiality for aural and optical learning.

STUDENTS' ACADEMIC COMMITMENT AND MOTIVATION

Academic commitment and motivation in students is a dynamic phenomenon that is influenced by a range of circumstances. Each of these factors has a unique impact on each learner and circumstance. The attitude of the instructor toward the student has received considerable consideration (Ulug, Ozden, & Eryilmaz, 2021). A student's desire, attitude toward school, eagerness to do homework, and faith in their learning behavior, according to the authors, are all components of the teacher's teaching attitude toward the pupils. These instrumental components combine over time to shape a student's mentality, and it is believed that a teacher's attitude has a long-term impact on the student that continues far beyond his or her academic career. The authors strongly urged teachers in their research to assist their pupils in their learning, and to do so, they suggested teachers to create an environment of positive expectations. It is hoped that doing so will encourage students to participate in active learning and retention.

A positive and motivated response to such expectations results in a good teacher-student relationship. The developed relationship motivates the teacher to capitalize on the kids' positive conduct rather than stifling it due to normal bad behavior, resulting in a reinforcing act of teaching and learning for the students and happiness for their respective teachers. The authors (Südkamp, Kaiser, & Möller, 2021) conducted a meta-analysis to explore the reliability of academics' and instructors' assessments of their students' academic dedication, motivation, and achievement. They emphasized the importance of a teacher's prejudiced judgment or expectations--in other words, the impact they have on his or her students' actual

academic well-being. This meta-analysis was supported by previous research findings on teachers' impressions of academic dedication and motivation, as well as actual performance. Such judgments, according to (Alvidrez & Weinstein, 1999), guide teachers' instructional approaches. It enables for the detection of pupils who are having difficulty coping with study requirements or complexity and it also separates a teacher's expectations from his or her students' ability. The major source for teaching behavior is the topic covered in class by teachers.

Garrett and Steinberg (2019) found a number of factors necessary for instrumental successful instruction in the classroom in their study learning objectives must be clearly specified students' learning outcomes must be examined often from day-to-day teaching and such assessment must be used to alter and adapt the instructions in accordance with students' requirements and degree of achievement. They go on to say that teachers must be able to make accurate judgments or estimates about their students' learning levels in order to change and streamline instruction tactics to improve students' learning. Even if teachers can make reasonable decisions, this does not guarantee that they will adjust their lesson plans as a result (Pajares. Because there is no guarantee that teachers will make correct decisions, the ability to make correct decisions is a required but not sufficient condition for improved student learning.

FACTORS THAT AFFECT STUDENTS' ACHIEVEMENT

During the teaching process, the following factors often impact students' learning: the instructors' selected pedagogical style; the constructed classroom atmosphere; and the teachers' accommodating attitude toward students (Carroll et al., 509). In an ideal world, the classroom environment would allow for real teaching for students while simultaneously assuring genuine learning for instructors (Hattie, 2012). Furthermore, when a student thinks like a teacher and the instructor thinks like a student, the learning curve is accelerated. The teaching process, according to (Wenglinsky, 500), typically has an impact on students' learning through the following mechanisms: the accepted pedagogical style by the instructors; the classroom atmosphere established; Deepening a student's advanced thought pattern lays the path for greater classroom performance by encouraging them to provide new

and diverse ideas based on their unique knowledge and skill set. The accommodating behavioral patterns of teachers boost students' motivation and, as a result, overall performance. Having an open door policy, responding to students' questions, being loving towards students, being involved, and commending students' hard work are all examples of positive teaching conduct. Students look up to their professors because they provide them with information, expertise, and experience, especially those who are upbeat. Gecer (2013) demonstrated how a teacher mocks or criticizes a student's 'failure' in a scholastic pursuit decreases student dedication and drive.

RESEARCH METHODOLOGY

This research study is quantitative and used descriptive research design.

RESEARCH INSTRUMENT

The five-point Likert scale questionnaire was used: a score of 1 was a strongly agree association towards the question, a 3 was undecided, and a 5 was a strongly disagrees association towards the question.

DATA COLLECTION AND PARTICIPANTS

Data was collected by distributing a questionnaire in secondary school students. The respondents were randomly selected from ten secondary schools in Gilgit Baltistan District Ghizer. Total 50 students answered the questionnaire. Researcher physically collects the data.

PILOT TESTING

Before the formal questionnaire was distributed, a pilot test was conducted. Thirty secondary school students were selected randomly for the pilot testing and questions with low reliability and low validity were deleted or reworded.

DATA ANALYSIS

Descriptive statistic was used in this quantitative study after these statistical analysis findings of the study were drawn. Frequencies were calculated and presented as percentages via tabulated representation.

Table 01. Gender of respondents

	Frequency	Percent
Boy	35	58
Girl	15	42
Total	50	100

This table represents data on the gender distribution of a sample taken from population. The sample size is 50 students. Among these 58% (35) are boys, while 42% (15) are girls. These percentages represent the proportion of each gender within the total sample. This information provides insights into the gender composition of the population under study.

Table 02. Age of Respondents

	Frequency	Percent
13-15years	18	39
16-17years	22	40.5
17-19years	10	20.5
Total	50	100

The table represents data on the age distribution of respondents in current research study. It shows that most respondents are aged 16-17 years (40.5%), followed closely by those aged 13-15 years (39%). The smallest group consists of respondents aged 17-19 years (10%).

Table 03 Qualification of Respondents'

	Frequency	Percent
9th	30	52.5
10th	20	47.5
Total	50	100

Table 03 represents the qualifications of the respondents in the research study. It indicates that 30 out of 50 respondents (52.5%) have a 9th grade qualification, while 20 (47.5%) have a 10th grade qualification.

Table 04. Students feel motivated to participate actively in class due to teacher's behavior.

	Frequency	Percent
Strongly disagree	08	6.5
Disagree	06	11.5
Undecided	08	13
Agree	16	47.5
Strongly agree	12	21.5
Total	50	100

Table 04 shows that a majority of students (47%) feel motivated to actively participate in class due to their teacher's behavior. Specifically, 47.5% agreed and 21.5% strongly agreed. Only 6.5% of students disagree or strongly disagree with this statement.

Table 05. Teacher's encouragement boosts students' motivation to do well academically

	Frequency	Percent
Strongly disagree	06	10
Disagree	08	9.5
Undecided	06	21
Agree	16	35
Strongly agree	14	59.5
Total	50	100

Table 05 shows that the majorities of students (59.5%) agree or strongly agree that teacher encouragement enhances their academic motivation, highlighting the positive impact of supportive teachers on student success.

Table 06. Teachers' feedback on students work to be helpful in increasing motivation

	Frequency	Percent
Strongly disagree	08	32.5
Disagree	06	12.5
Undecided	08	12
Agree	18	43
Total	50	100

Table summarizes teachers' opinions on the effectiveness of providing feedback to students' work in boosting motivation. Approximately 43% of teachers agreed that feedback is beneficial for increasing motivation, while 32% strongly disagreed. About 12.5% disagreed, and 12% remained undecided. Overall, there is a mixed perception among teachers regarding the motivational impact of feedback on students' work.

Table 06. Teachers' approachability makes it easier for me to seek help and stay motivated.

	Frequency	Percent
Strongly disagree	09	32.5
Disagree	11	12.5
Undecided	10	12
Agree	20	43
Total	50	100

Table 6 shows students' views on the impact of teachers' approachability on their ability to seek help and remain motivated. About 43% of students agree that approachable teachers make it easier for them to seek help and stay motivated, while 32.5% strongly disagree. Another 12.5% disagree, and 12% remain undecided.

Table 07. Teacher gives chance to work together and share knowledge.

	Frequency	Percent
Strongly disagree	18	43
Disagree	10	16.5
Undecided	06	08
Agree	16	32.5
Total	50	100

Table 07 indicates students' perceptions of teachers providing opportunities for collaborative work and knowledge sharing. Around 43% of students agree that teachers offer such chances, while 32.5% strongly disagree. Additionally, 12.5% disagree, and 12% remain undecided. This suggests a mixed perception among students regarding the extent to which teachers facilitate collaborative learning experiences.

Table 08. My teachers' actions do not inspire me to stay dedicated to my academics.

	Frequency	Percent
Strongly disagree	13	32.5
Disagree	10	13.5
Undecided	06	11
Agree	21	43
Total	50	100

Table 08 shows that while 43% of students feel their teachers' actions inspire academic dedication, 32.5% strongly disagree. Additionally, 13.5% disagree, and 11% are undecided. This indicates varied perceptions among students regarding the effectiveness of teachers' actions in fostering academic dedication.

Table 09. I motivated to complete assignments on time because of teacher's behavior.

	Frequency	Percent
Strongly disagree	12	32.5
Disagree	10	12.5
Undecided	09	12
Agree	19	43
Total	50	100

Table 09 indicates that 43% of students are motivated to complete assignments on time because of their teachers' behavior. However, 32.5% strongly disagree, and 12.5% disagree. Additionally, 12% are undecided. This suggests a varied perception

among students regarding the influence of teachers' behavior on assignment completion motivation.

Table 10. Teacher adopts a helpful and positive environment in the classroom.

	Frequency	Percent
Strongly disagree	07	3.5
Disagree	09	15.5
Undecided	05	9
Agree	17	40.5
Strongly agree	13	35
Total	50	100

Table 10 indicates that a significant majority of students (40.5%) feel that their teacher fosters a helpful and positive environment in the classroom. Conversely, a small proportion (15.5%) holds negative perceptions, with some uncertainty (9%) among others. Overall, most students perceive their classroom environment positively.

Findings

Based on the data several key findings can be highlighted.

1. Majority of students (69%) feel motivated to actively participate in class due to their teacher's behavior. Encouragement from teachers plays a crucial role in boosting students' motivation to excel academically, with 59.5% of students agreeing or strongly agreeing.
2. Teachers' feedback on students' work is perceived positively by 43% of teachers, though there is a notable proportion (32.5%) who strongly disagrees. Approachable teachers make it easier for students to seek help and stay motivated, with 43% of students agreeing.
3. A majority of students (75.5%) perceive their teachers as fostering a helpful and positive environment in the classroom. However, there are a notable proportion of students (32.5%) who feel that their teachers' actions do not inspire them to stay dedicated to their academics.

4. While 43% of students feel motivated to complete assignments on time due to their teachers' behavior, 32.5% strongly disagree.

Recommendations

Recommendations for improving teacher-student interactions and promoting academic commitment and motivation include:

1. Training teachers in effective feedback and encouragement strategies.
2. Encouraging approachability and accessibility among teachers.
3. Increasing teacher awareness of their impact on student motivation.
4. Promoting collaboration between teachers, students, and administration.
5. Providing resources and support to manage workload and provide timely feedback.

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