



INFLUENCE OF STUDENT BEHAVIOR ON TEACHER MOTIVATION - A STUDY WITH REFERENCE TO TEACHERS OF SELECTED PRIMARY SCHOOLS IN MANGALORE

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ABSTRACT

The essence of human resource development is that education must play a significant and interventionist role in remedying imbalances in the socio-economic fabric of the country. Basic education has greatly contributed to the quality of human life, particularly regarding life expectancy, infant mortality, learning levels and nutrition status of children. Primary education is the foundation on which the development of every citizen and the nation is built on. Teacher plays a pivotal role in the education especially primary education. There is need to understand factors motivating teachers. This paper tries to investigate the role played by student behavior towards motivation of teachers in primary schools in Mangalore. Semi structured questionnaire was administered to the respondents and data was collected. Data so collected was analyzed using relevant statistical tools to arrive at conclusions. It was found that student behavior influences teacher motivation. Factors such as active, participative, and creative students inspire teachers while Poor academic performance also influence the teacher's motivation.

KEY WORDS: *Teacher Motivation, Student Behaviour, Education, Primary School, Teacher Effectiveness*

INTRODUCTION

In the words of the eminent French Sociologist, Emile Durkheim, "Education is the influence exercised by adult generation on those that are not yet ready for social life.... Education is the socialization of the younger generation... It is the means by which society prepares within the children the essential conditions for its very existence... Education creates a new being". Elementary education constitutes a very important part of the entire structure of the education system. It is the backbone of the educational pattern of a country. No pattern of education can ever be successful if it does not have a sound primary education system. In imparting education, the role of teachers assumes special significance. The quality of a nation depends upon the quality of its school and the quality of schools depend considerably on the quality of the teachers as well as on the interaction of collective internal and external forces that intervene in the fulfillment of the purpose of the schools. Teaching is influencing directed activity in which the teacher influences the minds of the students. It is a process of establishing interpersonal relationship between the teachers and the taught.

Teachers are effective when they can form desirable behaviour among the students. The formation of desirable behaviour in the student is closely linked to the motivation levels of the teacher as well as the teacher's attitude and behaviour

TEACHER MOTIVATION:

Motivation refers to all phenomena, which are involved in the stimulation of action towards objectives. Motivation is necessary for performance. If the individual does not feel inclined to engage himself in the work behaviour, he will not put in adequate efforts to perform well. Unless the individual has the necessary abilities to do the work and perceive his role accurately and is provided with the required resources, mere motivation to do the job may not result in effective performance.

Teacher motivation is related to what makes the teachers happy, satisfied, dedicated, and committed so that they show their best performance in teaching their students. Teacher who inspires and motivate the students are included in the category of effective teachers.

The teacher has the responsibility to shape that destiny. He is an educational leader and decision maker who directly affects and indirectly influences the students. An inspiring teacher knows to tailor his knowledge to fit into the restrictions of time, syllabus frame, and the students learning level. All the inspiring teachers are great communicators.

An inspiring teacher always inculcates in his students positive thinking. For an inspiring teacher, teaching begins as a mission and then it becomes a lifelong obsession. An inspiring teacher makes his students genuinely feel good about himself and



guides him, which make a difference in and outside the classroom.

STUDENT BEHAVIOUR

The behaviour of students plays a vital and important role in building a relationship between the students and the teachers. The teacher not only expect good behaviour from his or her students but he or she also feels that each student should behave in an appreciable way which would create strong links between students and teachers Data was collected from teacher respondents to study effect of components of student behaviour namely, discipline among the students, active and creative students, poor performance of students, and good student response and participation, on teacher motivation.

NEED FOR THE STUDY

There is research work on influence of teacher motivation on student performance and behaviour but there is lack of adequate research on influence of student's behaviour on teachers' motivation. Therefore, there is need for research on influence of student behaviour on teacher motivation.

OBJECTIVES OF THE STUDY

1. To study the effect of student behaviour on motivation of teachers in primary schools.
2. To investigate difference in impact of student behaviour on the teachers of primary schools.

RESEARCH METHODOLOGY

The article is developed mainly on primary data collected through the questionnaire administered to the teachers of primary schools. Secondary sources such as books, journals, annual reports of Education Departments, and earlier research work in the related field were also referred. A semi-structured questionnaire was prepared for the teachers. Depending on the type of information to be collected, open-ended, multiple-

choice type questions, and Likert scale (1932) were included in the questionnaire. A five-point Likert scale was used in the questionnaire to ensure higher statistical variability among the survey responses. Government, Aided and Unaided primary schools were selected at random. Stratified sampling technique was used to choose 214 teachers from the selected schools. The data collected from the teacher respondents were evaluated and analysed with appropriate statistical tools to arrive at the conclusion. Data summarization and data association techniques such as mean, percentage, standard deviation, and percentage mean were used. The ANOVA test, Regression analysis were used to draw inferences from the data.

SCOPE OF THE STUDY

The study is conducted in selected primary schools in Mangalore affiliated to the Karnataka state board. The Primary schools are basically categorized as a) Government school b) Aided school and c) Unaided schools. 214 teachers teaching in these schools are selected at random for the study. The study covers 42 schools (25percentage) of the total 168 primary schools in Mangalore.

LIMITATION OF THE STUDY

1. The respondents being teachers of primary schools are engaged in teaching, administration and extracurricular activities, information given due to time constraint may be partially accurate or biased.
2. Sample size of 214 teachers may not be adequate to come to serious conclusions.
3. Survey was done in the primary schools in Mangalore, generalisation may not be arrived at based on the study.
4. As there is no standard scale to measure motivation, the five-point Likert's (1932) scale was used to analyse the satisfaction of the respondents.

DATA ANALYSIS AND INTERPRETATION

The data collected from the respondents i.e., teachers are analyzed as:

Table No. 1.1
Teacher motivation due to discipline among students

Type of schools	Discipline among students in the class makes class effective									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	0 .0%	7 19.4%	29 80.6%	4.81	.401	96.11	1.766	.121 NS
Govt. city	0 .0%	0 .0%	0 .0%	13 43.3%	17 56.7%	4.57	.504	91.33		
Aided taluk	0 .0%	0 .0%	0 .0%	8 53.3%	7 46.7%	4.47	.516	89.33		
Aided City	0 .0%	0 .0%	0 .0%	12 29.3%	29 70.7%	4.71	.461	94.15		
Un-aided taluk	0 .0%	0 .0%	0 .0%	11 27.5%	29 72.5%	4.73	.452	94.50		
Un-aided city	0 .0%	0 .0%	1 1.9%	11 21.2%	40 76.9%	4.75	.480	95.00		
Total	0 .0%	0 .0%	1 .5%	62 29.0%	151 70.6%	4.70	.469	94.02		

Source: Survey Data



As seen in the table 1.1, teachers are highly motivated when the students are disciplined in the class (mean ± S.D. 4.70± 0.469 with percentage mean 94.02). The ANOVA test results shows no significant difference in teacher motivation between the

teachers of various schools in relation to above factor (F=1.766, p=0.121). This indicates discipline among students makes class effective and in turn it motivates teachers.

Table No. 1.2
Teacher motivation due to active and creative students

Type of schools	Active and creative students make teaching effective									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	0 .0%	15 41.7%	21 58.3%	4.58	.500	91.67	1.324	.255 NS
Govt. city	1 3.3%	0 .0%	1 3.3%	14 46.7%	14 46.7%	4.33	.844	86.67		
Aided taluk	0 .0%	0 .0%	0 .0%	5 33.3%	10 66.7%	4.67	.488	93.33		
Aided City	0 .0%	0 .0%	1 2.4%	15 36.6%	25 61.0%	4.59	.547	91.71		
Un-aided taluk	0 .0%	0 .0%	0 .0%	15 37.5%	25 62.5%	4.63	.490	92.50		
Un-aided city	1 1.9%	0 .0%	0 .0%	13 25.0%	38 73.1%	4.67	.678	93.46		
Total	2 .9%	0 .0%	2 .9%	77 36.0%	133 62.1%	4.58	.613	91.68		

Source: Survey Data

As seen in the table 1.2, the teachers are highly motivated with active and creative students in the class which makes teaching effective (mean ± S.D. 4.56 ± 0.613 with percentage mean 91.68). The ANOVA test results shows there is no significant difference in teacher motivation between the teachers of various

schools' relation to the above factor (F=1.324, p=0.255). This indicates that teachers working in various schools are motivated by active and creative students in the class which makes teaching effective.

Table No. 1.3
Teacher motivation due to poor performance of students

Type of schools	Poor performance of students does not affect teaching effectiveness									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	23 63.9%	3 8.3%	4 11.1%	4 11.1%	2 5.6%	1.86	1.313	37.22	6.149	p<0.001 HS
Govt. city	18 60.0%	1 3.3%	2 6.7%	9 30.0%	0 .0%	2.07	1.388	41.33		
Aided taluk	2 13.3%	0 .0%	2 13.3%	10 66.7%	1 6.7%	3.53	1.125	70.67		
Aided City	12 29.3%	4 9.8%	7 17.1%	14 34.1%	4 9.8%	2.85	1.424	57.07		
Un-aided taluk	14 35.0%	0 .0%	1 2.5%	22 55.0%	3 7.5%	3.00	1.519	60.00		
Un-aided city	14 26.9%	3 5.8%	8 15.4%	15 28.8%	12 23.1%	3.15	1.539	63.08		
Total	83 38.8%	11 5.1%	24 11.2%	74 34.6%	22 10.3%	2.72	1.515	54.49		

Source: Survey Data

As seen in the table 1.3, the teachers are moderately motivated as poor performance of students affects teaching effectiveness

(mean ± S.D. 2.72 ± 1.515 with percentage mean 54.49). The ANOVA test results shows a highly significant difference in the



teacher motivation between the teachers of various schools in relation to the above factor ($F=6.149, p<0.001$). Comparatively, higher motivation was observed among the teachers of Aided taluk schools (percentage mean 70.67) while lower motivation was observed among the teachers of Government taluk schools (percentage mean 37.22). It is also observed that motivation of

teachers due to poor performance of the students on teaching effectiveness is very low in Government taluk schools (percentage mean 37.22) and Government city schools (percentage mean 41.33). It indicates that poor of the students affects motivation of teachers in various schools.

Table No. 1.4
Teacher motivation due to good student response and participation

Type of schools	Good response and participation of students enhances interest in teaching									
	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree	Mean	S.D.	Percentage mean	ANOVA F value	p value
Govt. taluk	0 .0%	0 .0%	1 2.8%	9 25.0%	26 72.2%	4.69	.525	93.89	2.169	.059 NS
Govt. city	0 .0%	0 .0%	0 .0%	16 53.3%	14 46.7%	4.47	.507	89.33		
Aided taluk	0 .0%	0 .0%	0 .0%	4 26.7%	11 73.3%	4.73	.458	94.67		
Aided City	0 .0%	0 .0%	1 2.4%	16 39.0%	24 58.5%	4.56	.550	91.22		
Un-aided taluk	0 .0%	0 .0%	0 .0%	8 20.0%	32 80.0%	4.80	.405	96.00		
Un-aided city	0 .0%	0 .0%	0 .0%	15 28.8%	37 71.2%	4.71	.457	94.23		
Total	0 .0%	0 .0%	2 .9%	68 31.8%	144 67.3%	4.66	.493	93.27		

Source: Survey Data

As seen in the table 1.4, the teachers are highly motivated with good response and participation of students which enhances interest in teaching (mean \pm S.D. 4.66 ± 0.493 with percentage mean 93.27). The ANOVA test results shows no significant difference in teacher motivation between the teachers of various

schools in relation to the above factor ($F=2.169$ and $p=0.059$). It indicates that teachers working in various schools are motivated with good response and participation of students which enhances interest in teaching.

Table No. 1.5
Regression Analysis to evaluate significant component of student behaviour on Teacher Motivation

Coefficients^a

Model		Unstandardised Coefficients		Standardised Coefficients	t	p
		B	Std. Error	Beta		
3	(Constant)	.606	.070		8.721	$p<0.001$
	Poor performance of students does not affect teaching effectiveness.	.248	.005	.734	54.092	$p<0.001$
	Active and creative students help in making teaching effective	.320	.013	.383	24.218	$p<0.001$
	Good response and participation of students enhances interest in teaching	.305	.016	.293	18.630	$p<0.001$

a: Dependent variable: Motivation due to Student behaviour

Model	R	R Square	ANOVA F value	p value
3	.981	.962	340.654	$p<0.001$

Backward Regression analysis was performed to evaluate the significant components of student behaviour which leads to motivation among the teachers (as seen in table 1.5). All the

components of student behaviour have a significant impact on teacher motivation with R square 96.2 percent. Among the components, poor performance of students ($\beta=.734$), has



greater impact on teacher motivation followed by the factors of presence of active and creative students in the classroom ($\beta=.383$), and good response and participation of students enhances interest in teaching ($\beta=.293$).

FINDINGS

The components of student behaviour, namely, discipline among students, active and creative students, and good response and participation of students highly motivates the teachers. Teachers are moderately motivated when the performance of the students is poor which adversely affect teaching effectiveness. Due to the poor performance of the students, the motivation of the Government school teachers is low (percentage mean 39.28).

CONCLUSION

In order to play pivotal role in reforming education at all levels, teachers should be inspired by creative idealism and take pride in their profession. The teacher must have abiding love for the children under his care. A teacher must be aware of the individual differences in terms of intelligence, emotional quotients, and capacity to respond to emergency academic situations and must attune his teaching to meet the varied requirements of subjects. Teachers motivate students towards academic performance but at the same time student's active participation and response in the class motivates teachers. At the same time student's poor performance adversely affects teachers' effective

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