



Investigating the Importance of Teacher Behaviors in Educational Process at Secondary Schools of Lahore

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This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The importance of teachers' behaviors in educational process and their impact on students learning outcomes have been studied in this article. A descriptive survey study design acquired data from 250 students and 28 teachers using validated questionnaires of high reliability. Overall, Cronach's Alpha was .84. Objectives were to explore teachers' behaviors, their effects on student learning, what affects those behaviors, and how those behaviors might be enhanced. A 5-point Likert scale

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was employed to measure responses which are presented statistically using descriptive statistics, t-tests, and ANOVA, using SPSS V-29. Results indicated a high level of agreement on the significance of behaviors, such as the teacher's being on time, being fair, showing respect, and engaging students, with the highest mean score obtained for the teacher effecting positive influence on the learning environment (M=1.80, SD=1.21). No significant differences in perceptions by gender, age or mother tongue were found. Locality was, however, shown to be an important factor ($p < 0.05$), with urban respondents differing slightly from rural ones in their views. The results underline the importance of teacher behaviors in creating effective learning environments. Such programs make recommendations of professional development programs that could help to improve teachers' interpersonal and instructional skill, to have a positive impact on students. Lastly, if we implement these factors, secondary education will significantly improve.

Keywords: Teacher behaviors; secondary school; Lahore; interpersonal; learning environments.

1. INTRODUCTION

Teacher behaviors are critical in shaping the educational experiences and outcomes of students, particularly at the secondary level. Secondary education represents a transitional phase where students encounter increasing academic demands, social pressures, and emotional challenges. Teachers, as facilitators of knowledge and role models, play a pivotal role in helping students navigate this critical stage. Their behaviors, encompassing instructional methods, classroom management, and interpersonal interactions, significantly influence students' academic success, socio-emotional well-being, and overall engagement in the learning process (Maharian, 2023). Research has consistently highlighted the multifaceted impact of teacher behaviors on students' academic outcomes. Teachers who demonstrate clarity in instruction, provide constructive feedback, and employ diverse teaching strategies tend to enhance student learning and performance (Fisher & Frey, 2014). For instance, a meta-analysis by Maharian (2023) revealed that teacher behaviors, such as clear communication of expectations and providing formative feedback, are among the most influential factors affecting student achievement. Additionally, teachers' ability to adapt their instructional strategies to cater to diverse learning needs is particularly crucial at the secondary level, where students exhibit varying levels of readiness and interest in academic subjects (Tomlinson, & Imbeau, 2019).

Beyond academic achievement, teacher behaviors significantly impact students' motivation and engagement. Secondary school students often experience a decline in intrinsic motivation due to developmental and environmental factors (Diseth et al., 2020).

Teachers who establish supportive relationships, express genuine care, and maintain high expectations can counteract this decline by fostering a positive classroom environment that encourages active participation (Roorda et al., 2011). Such behaviors contribute not only to improved academic engagement but also to the development of non-cognitive skills, including perseverance, critical thinking, and self-regulation (Dweck, 2006).

Furthermore, the emotional and social aspects of teacher-student interactions are particularly influential at the secondary level. Adolescents are highly sensitive to the quality of their relationships with significant adults, including teachers. Positive teacher behaviors, such as empathy, respect, and consistency, can serve as protective factors against stress and anxiety, which are prevalent among secondary students (Hamre & Pianta, 2005). Conversely, negative teacher behaviors, such as indifference or hostility, may exacerbate students' feelings of alienation and disengagement, leading to poor academic outcomes and increased risk of dropout (Baker, 2006).

In addition to individual-level outcomes, teacher behaviors contribute to the broader educational climate. Effective teacher behaviors, such as fair disciplinary practices and culturally responsive teaching, promote inclusivity and equity in the classroom. These behaviors are essential in addressing the diverse needs of secondary school students, many of whom belong to marginalized or underserved communities (Gay, 2010). Teachers' cultural competence and ability to build trust with students from diverse backgrounds are critical in fostering a sense of belonging and ensuring equitable access to quality education.

This study investigates the importance of teacher behaviors in the educational process at the secondary level. By exploring the academic, emotional, and social dimensions of teacher-student interactions, this research aims to identify key behaviors that contribute to positive educational outcomes.

2. LITERATURE REVIEW

Teacher's behavior: Teachers are the second most important thing in a student's life after parents and these students imitate the behavior of teacher, they consider them as role model (Ulug, Ozden, & Erylimaz, 2011), the way a teacher interacts with students and spend their time with them affect the achievement of students (Shah, 2009) all these highlight and points toward the exact meaning of teacher's behavior, how it is implemented or should be implemented and how it affects not only the academic but also personal growth and development of a student.

Defining teacher: The most important element in an educational system is the teacher. A teacher is the person that enable the pupils to develop mentally and spiritually, they work on their cognition and behavior and enable them to achieve their life goals and objective which they set for the students and counsel and guide them to achieve those goals considering the limitations and requirements of educational system. (Ulug, Ozden, & Erylimaz, 2011)

Teacher is the basic element to regulate the teaching process, a person having knowledge, skill, experience, command and a positive moral and ethical character. He/she is a person who lit the candle of knowledge for educators and work as role model for students to achieve the educational aim. They are facilitators who facilitate the learning by designing the curriculum and implement the curriculum in best possible way using techniques and methods. They are integral part and without them individual, societal and institutional goals cannot be achieved.

A teacher is a planner, implementer and evaluator. He/she manages the whole teaching learning process and knows how to value students, colleagues and other stakeholders (Murati, 2015).

Teacher is the main component of the education system; he should provide knowledge, good morals and skill while showing the right path for

student's success and enabling them to achieve their goals and aims. This could be only done when a teacher is sincere, mature, passionate, considerate, affectionate, professional, disciplined, skilful and knowledgeable.

In today's world a teacher must have certain characteristics and criteria to fulfil his/ her role as a professional teacher. (Murati, 2015) Stated some of the basic personal characteristics of a teacher to fit in the mold of standardized professional teacher which are as follow

- They develop interest in students and encourage them to work beyond the specific limitations.
- Teachers are expected to maintain a positive outlook, with good mood and bright smile to impart cheerfulness among students.
- They are epitome of patience and calm personality, socially active.
- They are individual with great insight and understanding of their students. They know very well each and every student; they consider student's emotion and give attention to every individual to maintain equality.
- They are balanced and consistent in their personal and professional life and know how to be consistent and work with balanced pace and temperament.
- They have autonomy and authority to take decisions and ability to implement those decisions, and they are completely fair in dealing and carrying out plans and procedures.
- Good communication skills with humor, they are lively and enthusiastic with a spark to move forward in their life.
- Good teacher is affectionate and empathetic toward their students, they are loyal and trustworthy and know how to keep the information confidential.
- They believe in their students and have this perception and awareness to see through them and they know what they are capable of.
- They are very analytical and critical about themselves, and work on realistic basis with self-control and high order thinking skills.
- They keep the professional and personal life separate, and do not let personal feelings, emotions and biases to overcome in professional dealings.

- They work in collaboration and cooperate with students and other colleagues and promote democratic and unified culture by maintaining good relations.

Role of teacher: Prime factor that impacts the education system is the role of teacher. It is important factor which cannot be overlooked, because he/she is a figure that stimulates the educational process and this cannot be denied in any way (Murati, 2015).

It includes how a teacher present and associate himself/herself with the educational system. The role of teacher is the paramount for a society. It encompasses the facts and figure how well a person being a teacher is associated with his/her role and responsibilities.

Teacher role is of great importance whether it is formal or informal education. A teacher is reformer and play crucial role in educational development of a learner and it does not matter if his/her efforts are actively visible or he/she is investing in a mute manner to implement work and plans (Kolhe, 2011).

To meet the growing needs of a learner a teacher must represent a good role model and an affective personality. To exhibit such roles a teacher must show behaviors that are needed and have positive impact on students. To affect the individual cognitively and emotionally a teacher should have impactful personality and represent good morals (Kolhe, 2011).

(Kolhe, 2011) He stated that there are three things that a teacher must have or do to represent his/her character.

- First of all, the class environment should be calm, disciplined and well organized so students feel encouraged and motivated and they have this sense that a teacher is considerate and affectionate towards them, this motivated their learning and enhance the performance.
- Secondly a teacher should know about the concept of self-positivity, he/she should remember that what is self-positivity, how to maintain in front of students and how to impart this positivity in his/her pupils. There should be complete awareness that these positive gestures can impact learning and self-confidence of a student.
- Third point is that a teacher should maintain a mature behavior throughout

professional endeavour. He/she should know how to model and apply this mature behavior. This modeling of behavior is one the most basic principle in terms of ethics, morals and attitude. Students learn what they observe if teacher is disciplined, they were disciplined because the teacher was polite and honest, they learnt and demonstrated the same attributes in their lives (Kolhe, 2011).

Teacher's behavior: Teacher's behavior is the action and approach that a teacher put out to interact with his or her students. It is communicational and interactional process that determines how a teacher utilize his/ her knowledge and skills to teach students, it establishes that what teaching methodologies and what kind of knowledge teacher uses in teaching learning process. It determines how a teacher fulfills his duties with efficiency or if he/she lacks the spark of passion and professionalism (Ulug, Ozden, & Erylimaz, 2011).

After child's early years of life school is the first place where the child learns, he began to socialize and interact with other individual. Children learn from teachers; they began to grow mentally and socially in that social environment. In this scenario not only child's intellectual performance but also his moral and ethical performance is important and a school provides it all (Ulug, Ozden, & Erylimaz, 2011) so teacher's behavior plays an integral part in this moral and ethical learning.

It is responsibility of a teacher to give attention and make efforts in every single way possible to achieve high rate of academic performance and positive learning outcome (Ulug, Ozden, & Erylimaz, 2011).

(Ulug, Ozden, & Erylimaz, 2011) Stated that there are several factors and certain elements that must be present in a teacher to fulfill the criteria of good and effective teacher to excel required behavior they are as follow

- Knowledgeable about his/her professional subject and teaching materials
- Ability of making right choices
- High order thinking skills and analytical, critical and creative mindset
- Knowledge and awareness about own personality
- Professional reflection and mirroring about self

- Ability to know students and their needs
- Continuous study on various researches and application of new strategies and findings
- Exceptional teaching and articulation skills

Behavioral management: Behavior management in classroom is the next important task after understanding behavior (O'Regan, 2021). Then established behavior are followed by organization and implementation of a plan to support and manage this behavior.

(O'Regan, 2021) In her book posed the notion of structure and flexibility to support the desired behavior in a classroom she stated that

Structure: This includes the need of human being to make sense about the world in which we are living. We have set of values, beliefs and rules to organize the system so we can feel safe and secure and can show consistency in our performance and execution.

Flexibility: It is the ability to adapt different scenarios and work according to different situation which enhance the sense of entitlement and liberation among individuals.

(O'Regan, 2021) Revealed 3Rs to that are needed to organize this structure to support behavioral management in educational process. These 3Rs made sure that structure is strong and assured success. These 3Rs are

- ✓ **Rapport:** Rapport is building trust and relation by active listening and praising the individuals. It is having trust and giving respect to others.
- ✓ **Relationship:** Connecting with other individual by showing gestures, emotions and communication to make the word capable of living.
- ✓ **Resilience:** Sometimes things do not go as teachers plan in these circumstances resilience is required to move on despite the hindrances and obstacle to be successful in a teaching profession.

Behavioral Elements that affect the students learning: Student's learning is affected by number of things which a teacher does as suggest by (Adebayo, 2023) in her article, she stated several factors that encourage and

discourage the students learning. They are as follow

Teacher's behavior for motivation

- ✓ **Respect:** Teachers are expected to hold high standard of dignity and equality. They should be respectful in every manner without any biasness and favoritism. He/she should have respect for students, colleagues, parents, staff member and all the other people that are associated with the educational system.
- ✓ **Relational:** Teachers are required to exhibit a relational attitude; a teacher should relate to students so they do not feel alienated and it helped in the learning process and the growth of process of students. They are required to relate with all other stakeholders to foster the learning process.
- ✓ **Care:** Teacher must demonstrate the behavior of care and sympathy, there must be a connection with students from heart to mind with feeling of empathy and emotions of care to cater the needs of students.
- ✓ **Integrity:** Integrity is being honest and true to the students and other professional in the work environment. It means that a teacher is committed to his professional life with all his/her heart and is true to his/her words and actions.
- ✓ **Trust:** There should be environment of trust that must be developed by a teacher, it is reliance and dependence that one person has on another person, so a teacher act in such a way that there is trust and faith among students and they can share and show openness of their feeling and emotions to teacher.
- ✓ **Enthusiasm:** it is act of showing deliberate interest in ones doing; a teacher must have passion for his/her work and occupation to show high quality behavior in front of students, to regulate the learning and high instructional behavior.
- ✓ **Motivation:** Students when are given instruction by a motivated and enthusiastic teacher they automatically feel and show motivation while performing a task in learning activities. Motivation is a work as a key factor for people to move forward and show interest.

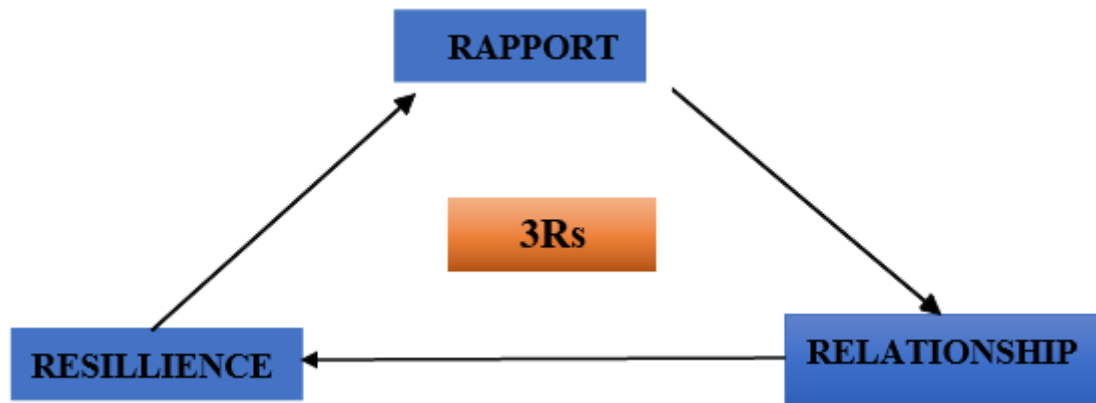


Fig. 1. Behavioral management

Behaviors that hinder learning: Teacher is the vital part of student's life, and they try to make these students successful without considering the individual differences and background not only of the pupils but also about themselves (Adebayo, 2023).

But there are certain things that can reverse slow down and dwindles the process education.

Factor that further stated by (Adebayo, 2023) that work as a hindrance and obstacle in students learning are as follows:

Teacher resistance to change: However, teachers who are stagnant (non-adaptive teachers who will not adapt their teaching methods, or resist to innovation), will negatively affect students' learning and motivation (Maharian, 2023). It is known that evidenced based dynamic teaching practices (Maharian, 2023).

lead to increased student engagement and outcomes. Teachers that do not adopt new pedagogical methods might end up not being able to fulfil the varied learning needs of their students and hence lowered student academic achievement (Darling Hammond, 2000). To achieve this development, teachers must engage in ongoing professional development to help them provide the best instructional practices and to respond to the demands of an ever-changing educational environment (Fullan, 2007). Teacher burnout and reduced job satisfaction and a sense of professional failure result from resistance to innovation (Day, 2004). Teachers are slated to seek development opportunities and be open to educational innovations for the purposes of strong learning and strengthening

of the self (Muir, Deed, Thomas, & Emery, 2021).

Absenteeism: Absenteeism in schools can be described as school teachers refusing to come to school without valid reason, which is symptomatic of the teacher's lack of commitment or the teacher's disregard of the rules of his or her professional responsibility. This behaviour does not help with the flow of learning, more so when a dependable substitute is not in place. The instability caused by surprise absences compromises the stability needed for good teaching and student engagement which has consequences for student outcomes. If absenteeism takes place in education, this is more than merely an inconvenience, lower student achievement can be possible, with an adverse effect on the quality of education provided (Lazear, 2001; Klassen & Chiu, 2010). Darling-Hammond's (2000) research shows a relationship between frequent teacher absenteeism and lower achievement of students because it disrupts the learning environment and prevents consistent high quality teacher instruction. Moreover, absenteeism typically results in additional costs for schools— which must find and cover temporary replacements as well as accommodate logistical problems – all at the expense of educational resources (Clotfelter, Ladd, & Vigdor, 2007).

Teacher's unpreparedness for classes: Teaching unpreparedness happens when the teacher has no prior knowledge about his/her students, no idea what the content of the lesson is, and it is left to him/her to determine the objectives of instruction. It fundamentally shows that the teacher has distanced himself from his job, unwilling and irresponsible of it. An

unprepared teacher will deliver a disorganized lesson where students do not know what they are learning and achieve nothing from the exercise. As Borko (2004) noted, preparation and instructional quality are best thought of as working hand in hand, and without the one it is possible to sabotage the learning process. Additionally, students feel prepared, they do not see their teachers as unprepared resulting into less effective classrooms, lower student engagement, and less motivation. This is because teaching is sometimes done by people who are merely following the rules, but it takes high quality teaching which, according to Darling – Hammond (2000), is time and effort intensive, to improve student outcomes (Darling – Hammond 2000).

Teacher unpreparedness has consequences that transcend poor lesson delivery to have a negative effect on the educational environment. The unprepared teacher is unlikely to find the respect of students which carries over into respect for the process of learning. Continuity and effectiveness of education is undermined, hence affecting the performance of students academically, and so their institution at large. According to Borko (2004), when teachers do not plan or participate, the structured supportive classroom where students can grow and learn falls apart. It therefore not only warns of the failure of commitment but also renders the education feeble.

Teacher’s inability to meet students need:

The teaching convention involves students come to school to learn but their success lies upon fulfilling their cognitive, psychological, social, and emotional needs (Dierendonck et al., 2020). Teachers must recognize and deal with these needs if learning is to be effective. Hamre & Pianta (2005) noted that teachers, who need to be well prepared, understand where their students are coming from, and know how to offer their help. When these basic needs are unresolved learning can become disrupted to the extent that students withdraw, perform poorly in their academics and experience mental health challenges (Ryan & Deci, 2000). They have to do more than just teach standard curriculum content; they have to provide an environment in which all of students' needs get met. Thus, intellectual stimulation is necessary for cognitive needs, the safety and the sense of belonging of space is desirable for psychological and the emotional needs (Dierendonck et al., 2020). Like social needs; it encompasses building positive

relationships with peers and teachers that provide motivation for and engagement of students (Rimm-Kaufman, 2015). They're mano a mano needs that, if teachers neglect to address, build barriers to success and will impede the learning process.

Loveless behavior and detachment: Loveless behavior is the absence of affection or caring behavior of a teacher with respect to his students resulting in such ill effects as emotional detachment and alienation. If teachers don't show concern or warmth, students feel unliked, disconnected and unsupported (Wentzel 2002). Such as emotional disengagement can have very negative effects, with students no longer being interested in the teacher, nor the subject, and this may affect their motivation and academic performance (Myint & Khaing, 2020).

A teacher provides emotional support which is crucial for cultivating a positive motivating classroom because students need this emotional security and stimulation to learn positively ("Beyond Academic Learning," 2021). If students do not feel they belong in the classroom, then, without that emotional connection, they may struggle with learning or general development. Teachers who do not model loving or caring acts will contribute to lower levels of engagement for students as well as lower levels of academic achievement, particularly for those least likely to be achieving academically (Sabol & Pianta, 2012). Emotional warmth is a pedagogical strategy, and teachers need to recognize that emotional warmth is not just a moral or a social responsibility. Having teachers be more caring (i.e, acknowledging students' feelings and providing emotional support) will create an academic and personal growth-oriented environment minus absent or inconsistent disciplining (Hughes, 2012).

Preferential behavior: Preferential behavior in education is when teachers do treat some and some other student preferentially and this behavior exists superiority based on characteristics like academic performance, personal likeness and other biases. Instead, this generally looks like treating the so called 'preferred' students more supportively, or more caring, or more polite, while neglecting or ignoring others. As outlined by Woolfolk (2019), the behavior compels the scale of the classroom to differ, as it affects negatively the emotional and academic engagement of the overlooked students. Student perception of favoritism makes

them less motivated to perform because they don't believe in themselves and feel it's pointless to work hard because it has no value (Wentzel, 2002).

Behavior that affords preference has emotional effect and interferes with the kind of inclusive and supportive environment in which learning can meaningfully occur. These negative attitudes from favored students will not only be directed towards the disfavored students but may also affect their classroom activity, increase their feeling alienated and low self-worth which will stop them achieving academic success. Teachers are the ones who have to be consistent and be impartial in conduct so that they can guarantee fairness and equity in all the pupils (Woolfolk, 2019) (Wentzel, 2002).

Interactive and relational behavior: Behavior is the key element in determining the fact if a student is motivated for learning or susceptible to any creative change or academic reform (Hein, 2012). Student motivation and learning is highly connected with teacher's behavior.

(Hein, 2012) On the basis of self-determination theory talked about how interpersonal techniques and practice regarding demonstration of behavior can affect students learning. He indicated two different relational styles of teaching which show specific behavior of a teacher these are

Self-governing attitude or style (Autonomous): Research has shown that teachers' willingness to act with consistency and continuity is greater when teachers are given autonomy and authority, not only for teachers' benefit, but also for the teacher and student motivation and learning. This is because autonomy is supportive to intrinsic motivation, and will increase teachers' professional satisfaction as well as assist create an involving and efficient learning environment, Deci and Ryan (2000). According to Reeve (2009), when teachers have the freedom to make decisions and create their instructional plans, they gain better ability to address intellectual needs of students and this sense of independence and empowerment among learners hinders blaming of teachers for the failure of basic education in sub-Saharan Africa.

It is quite obvious that students learn by example; when teachers are autonomous in their decision making, they will demonstrate self-governance to their students. Similar to the way of the modeling

of Reeve (2006), this modeling creates a motivation and interdependence sense between learners, facilitating liberation and empower them in their academic journey. It not only promotes the teacher student relationship, but it also sets up an environment in the classroom that is conducive to responsibility, critical thinking and self-directed learning.

How to measure autonomous behavior: (Hein, 2012) Also talked about techniques and procedure to measure the autonomous behavior, the template that he used for measuring behavior is Learning Climate Questionnaire which was originally designed by William and Deci. In physical education to measure autonomy of a teacher or an instructor is greatly visible for example if students are engaged in physical activity a teacher can exhibit autonomous behavior by allowing students to choose group members, enable them to evaluate and freedom to make and implement rules. Such liberation can only be provided if a teacher herself/himself has some kind of authority in addition to show responsible, friendly and encouraging behavior.

Controlling or teacher centered behavior: Teachers when exhibit controlling behavior and takes charge of all single thing students show very less positive result in terms of showing creativity and learning, (Hein, 2012). Teacher who are not given as much authority as required show behavior that is restricting for students, they feel less motivated and show low self-esteem and confidence.

It has been observed when a teacher demonstrates controlling behavior it results in low achievement among students, they feel pressured and try to do easy work without any collaboration and cooperative freedom.

They go for approaches to deal with students that enforce constraints and oppression among students. When teacher feel oppressed in their job or duty students also feel oppressed and forced. They impose specific behavior on their students which affect the student's motivation in education and learning.

How to measure controlling behavior: (Hein, 2012) stated that instrument can be used to measure the controlling behavior of teacher is One-Dimensional Scale. He stated that this scale can measure how a teacher exhibit a direct behavior by stating four factors

- A teacher uses reinforcement method like rewards in a controlling manner to praise the students if they achieve the goals of required task or if they show continuity in their behavior.
- A teacher only gives appreciation, attention, affection and consideration to his/her students if they fulfill certain condition, criteria or expectations it is termed as conditional regard.
- A teacher can manifest intimidating behavior to attain the desired outcome from students, like they give warnings of punishment if desired behavior is not achieved.
- When a teacher starts to interfere in the personal life of students and try to control them by going out of limit of their professional work ethics and standards it is excessive personal control and demonstration of power in negative way.

2.1 Importance

Why Behavior matters: The process of teaching and learning are related and dependent. If there is demonstration of good behavior from a teacher then there is demonstration of good performance from students (Cooper, 2019).

For effective instructional strategies and methodologies advance behavior requirements are needed. These advance behavioral practices can work as a catalyst in the process of education. It is also applicable in special education implications of good behavior are crucial to detect the behaviors that obstruct the student's ability to learn and excel in academic journey.

Behavior matters for impactful and effective teaching, it enabled the teacher to carry out the process of instructional practice in an organized and systematic way, he/she collect data and evidence while keeping in mind the student need and make work the research in conventional and scientific approach.

(Cooper, 2019) stated that to carry out teacher driven instructional practices in impactful and effective way there are some important practices that a teacher must follow to attain the desirable outcome. These are practices that promote high achievement and attainment of academic success and enabling them socially, emotionally and intellectually mature and strong. These practices are as follow

Effective use of time: Time that is available to a teacher to interact and teach his/her students should be well spent. There should be organization and proper planning to utilize the time in best possible way. It is beneficial for professional record of a teacher because through this school, students, parents and community members or stakeholders can realize that teaching process is going well and teacher is efficient in time spending. A teacher should know how to categorize and organize his/her classroom activities so students can achieve more in less time but in creative way.

Student engagement: Another effective instructional practice for a teacher that is a crucial part is engaging the students with a task, activity or lesson, a teacher can use different strategies and activities to increase the interest and engagement of students in classroom. It has been observed that student that shows active participation show high performance and achievement of result. One prevalent way to achieve the desired result regarding engagement of students is providing them, opportunities and right set of circumstances this can include interesting activities, proper guidance, and giving command, providing directions and asking questions, this provided students a chance to participate and respond.

Providing feedback: Another activity or approach to that a teacher can implement is the application of feedback system in classroom environment. A skillful teacher must know when and how to give feedback during interaction with students (Black & Allen, 2019) it is considered as one of the best teaching activities to promote learning in students and helps in the professional development of a teacher.

Teacher can give positive and negative feedback to tell the students if they are doing their task correctly or incorrectly. This has been proven by the time that feedback can greatly impact the pedagogical and behavioral constituents of a learner in his/her academic journey. It is essential process to deal with the students with challenging and demanding behavior, it is important to give positive and negative feedback to such students to cope with them in professional manner and meet their educational needs.

Implication of deficit behavior in teaching practices: Teachers when do not pose proper knowledge, skill or training show misbehavior

and absence of proper attitude towards students. When effective teaching practices are not implemented because of manifestation of certain behavior there are serious implications that can affect students in their academic journey (Cooper, 2019) He gave major area in which misbehavior can have high impact.

Learner's success: Student's success can highly be affected if effective behaviors are not presented by teacher. The foremost reason for a teacher to teach is to help the students to attain success, they plan the whole process and create environment for students to give them opportunities to gain success (Cooper, 2019) lacks of the required behavior, affected the student's motivation and learning which ultimately affect the success rate of student.

An energetic, motivated, skilled teacher were attracted the students with his/her personality and the way with he/she approached to his/her students, but a teacher with dull and boring personality had no enthusiasm and interest in teaching was repelled the students resulting in low achievement and success (Adebayo, 2023).

Suspension of students: Students have different personalities, some shows very challenging behavior that require big efforts and demonstration of elevated behavior to cope with such students, sometimes teachers, when they lack effective practices do not know how to deal with such students and they go for easy way and avoid the problem by moving toward suspension of students (Cooper, 2019) they find it more easy to adapt this approach rather than dealing with the actual problem which comes with low academic achievements and poor performances from students.

Some implications suggested by (Adebayo, 2023).

Low self-esteem: Low self-esteem and lack of confidence can be a genuine issue if behavior is not appropriate by the teacher. Sometime they label the students as bad girl or boy which lower the self-image of an individual.

- **Relation with peers**

Teacher's bias behavior and his/her preference for one student over other can cause conflict among students, they can feel disliked and abandoned by teacher, it becomes culture in school to label students

as teacher's child or poor guy on the basis of favoritism.

- **Classroom environment**

Classroom environment was positive and friendly with teacher's positive, friendly supportive, affectionate and helpful behavior which affected the environment of class positively and students felt encourage to participate that resulted their affective learning.

- **Unethical behavior and malpractice**

Teacher lack of interest in classroom and absenteeism can cause students to show unethical and immoral behavior, when they had not enough attention and their learning is unsupervised and unchecked, they were indulging themselves in malpractices like cheating, they sought wrong ways to pass exams and tests.

- **Lack of morality and virtue**

When a teacher was not demonstrating good morals and fails to present herself/himself a role model, students would also copy unconsciously that lack of virtue in their personalities that can become the part of their life in future.

- **Drop out**

Teacher's absenteeism can cause withdrawal of students from school, they were not getting required education to promote to next class that can affect the overall school result and reputation.

Factors that cause misbehavior among teachers: Teaching profession requires great deal of patience, consistency and steadiness. There should be complete self-devotion for this noble profession, however sometime a teacher cannot deliver what is required or needed there are certain factor that can cause implementation of poor and inadequate behavior. Ineffective behavior can cause complete disengagement of learners in classroom activities (Lewis & Riley, 2009).

The most common inappropriate behavior suggested by (Lewis & Riley, 2009) that causes students complete disinterest and no concern in his/her studies are;

Unnecessary and immoderate criticism on a child, that is generally negative and demeaning which shatters the self-confidence of a student.

Constant humiliation of student by a teacher, sometime they pick one student and target him/her every time in front of whole class.

Teacher implementing poor behaviors, when they are not in right state of their mind yell and shout at pupils.

Factors stated by (Adebayo, 2023) are as follow

False notions about teaching profession: Some people think teaching as a profession with the intent of making money; they fulfill their duties just seeking teaching as a materialistic job, but in true sense it is a noble profession with great responsibilities for the welfare of a society.

Non inclusive behavior toward students: Some teachers do not consider the diversity and cultural differences among students; they do not care about background differences out of ignorance or lack of education which result in displaying behavior that are not required.

Lack of impulse in term of money: The teachers were not paid enough therefore they felt less motivated and performed misconducts.

Job stress: There are number of factors that can make this profession stressful like non supportive environment, unbalanced teacher student ratio, small classroom sizes, lack of professionalism and lack of appreciation.

Bad economic conditions: When there is turmoil in economic conditions, teachers do not feel motivated to do their jobs, they think that their efforts are not worthy because they are not given enough salaries, rewards and extra bonuses.

Encouraging strategies and policies to ensure sufficient behavior: To ensure adequate behavior of teachers there should be some policies and reforms in an education system to articulate the smooth educational process. Teachers are role model they should display facilitative behavior in front of students regarding their learning and development (Idris, Hussain, & Ghaffar, 2021) following are the strategies to ensure that facilitative behavior.

Teacher training: Effective teaching requires professional training it includes activities and

tasks that impact the educational outcomes and improves teaching ability to display good behaviors (Teaching Agency, 2012). Focal point of this training are

- Training of acquiring and polishing personal style
- They learn self-management and how to maintain it
- Reflection for professional development (Teaching Agency, 2012)

Setting up a proper code of conduct: There should be complete code of conduct to observe the teachers if they are following proper law and what are consequences if they do not. It should regulate rules to check if teachers are performing or not. (IIEP, 2022) These codes are based ethical and moral pillars and provide a pathway for teachers to follow and implement positive behaviors.

Observation of teacher's behavior: Monitoring and observing teacher behavior by head teacher can induce positive behavior to ensure learning promoting environment (IIEP, 2022) Conducting of seminars to monitor the behavior of teacher to make them aware about their attitude is important (Idris, Hussain, & Ghaffar, 2021).

Establishment of support system: There should be a proper support system for teachers to help them in their professional life. Required support must be provided with adequate behaviors to regulate the positive learning environment. Principal and head teacher can play a significant role in monitoring and providing essential support (IIEP, 2022).

3. METHODOLOGY

3.1 Research Design

The study was designed to determine the importance of teacher's behavior in educational process and its effectiveness on student's learning outcomes. A descriptive survey design was used to collect data from both students and teachers of secondary schools of Lahore. The first objective was to investigate the behavior of teachers, second objective was to know the impact of teacher's behavior on student's achievement, and third objective was to examine the elements that affect the teacher's behavior towards students, and fourth objective was to identify approaches to improve the behavior of teachers.

3.2 Research Method

Quantitative research is taken to collect data by simple random sampling technique. Data was collected from students and teachers at secondary school level to know the importance of teacher's behavior in an educational process.

Population: The population for this study consisted of selected branches of the secondary school Lahore Grammar school (LGS) of Lahore. Total of 250 students and 28 teachers were selected from three branches of this school.

Sampling technique: Simple random sampling technique was used. The researcher used this convenient sampling technique for the study as it was the most appropriate way to gather data in limited time and resources.

Sample size: Total of 250 students were selected randomly from grade 7 to 10, and 30 teachers were selected from Lahore grammar secondary schools of Lahore, total of 115 students from grade 7, 75 from grade 8, 35 from grade 9 and 25 from grade 10.

Instrumentation___ Instruments/tools used for data collection: A questionnaire analysis was the main data gathering instrument. In this research survey we made survey paper for students and teachers to collect data of student's grade and success rate and what they think about teacher's behavior and how they describe their behavior inside and outside classroom.

Validity and reliability of the tools: Instruments are validated by expert opinion. Reliability process applied for that kind of research. The questions are standardized. All respondents are asked exactly the same questions in the same order. This means that the check list can be replicated easily to check for reliability.

Time frame: It took students and teachers four days to direct the questionnaires. Data was collected by using online Google forms. Questioners/survey developed via links of the questionnaires was shared with respondents by using social apps (Facebook, Instagram, WhatsApp).

Data collection procedure: The questionnaire was designed as survey paper; the data was collected by class teachers from students of grade 7, 8,9,10. Permission was taken from

school principal for this survey data collection. Questionnaires were used to collect relevant information and data from students and teachers in very brief period of time. The reason we are collecting data from questionnaire is that it is less time taking. One source of data was used in this to get reliable data result to support our research in this school. To know the importance of the teacher's behavior the respondent was asked to indicate total 20 and 21 items and the response utilized 1: strongly disagree, 2: disagree, 3: neutral, 4 agree, 5: strongly agree.

3.3 Data Collection

Data collection was done by giving questionnaires to students, it was basically done manually, dually administered and revised.

3.4 Statistical Analysis

Data were exported and analyzed using SSPS. Descriptive were presented as counts and percentages to summarize the collected data. Frequencies, Distribution, Means, Standard Deviation (SD) and Percentage were determined for the sample. SPSS V-29 was used for Data Analysis which gave result and analysis.

4. RESULTS

4.1 Descriptive Statistical for Demographic Variables

To gather Demographic Variables of respondents I collected the data on the basis of age, gender, locality, mother tongue and class the result are given below:

The Table 1 shows that there were 119 male respondents and 131 female respondents. Percentage of female students was 52 % that is slightly higher than male students which are 47.2 %. So in my concerned and selected audience we had more females then males.

This Table 2. demonstrates that there were 71.6 % respondents age 12-14 and 28.4% respondents from age 15-17. The majority of students selected for the study have 12-14 of age.

This Table 3 shows that data was collected from class 7, 8, 9 and 10 and there were 43.2% respondents from class 7, 30.8% respondents from class 8, 15.2% respondents from class 9 and 10.8% respondents from class 10.

Table 1. Student's demographic data (gender)

Demographic variable	Type	Frequency	percentage
Gender	Male	119	47.2
	Female	131	52.0
	Total	250	100

Table 2. Students demographic data (age)

Demographic variable	Type	Frequency	Percentage
Age	12 to 14	179	71.6
	15 to 17	71	28.4
	Total	250	100

Table 3. Student's demographic data (class)

Demographic variable	Type	Frequency	Percentage
Class	Class 7	108	43.2
	Class 8	77	30.8
	Class 9	38	15.2
	Class 10	27	10.8
	Total	250	100.0

Table 4. Student's demographic data (mother tongue)

Demographic variable	Type	Frequency	Percentage
Mother tongue	Punjabi	121	48.4
	Urdu	129	51.6
	Total	250	100

Table 5. Students demographic data (locality)

Demographic variable	Type	Frequency	Percentage
Locality	Urban	227	91.8
	Rural	23	9.2
	Total	250	100

Table 6. Mean and standard derivation of all the demographic variables

No.	Item	Mean	Standard derivation
1	Gender	1.52	.500
2	Age	1.28	.451
3	Class	1.93	1.00
4	Mother tongue	1.51	.500
5	Locality	1.09	.289

This Table 4 demonstrates that out of 250 respondent's 48.4 percent have Punjabi language as their mother tongue and 51.6% have Urdu language as their mother tongue.

This Table 5 shows that 91.8 percent respondents were from urban areas and only 9.2% respondents were from rural area. Majority of respondents were from urban area.

Scale for level of response: To gather response of respondents I collected the data on the basis of 20 statements with the level of their opinions as strongly agree, agree, neutral, disagree and strongly disagree. Following the statements and the level of responses the results of mean and standard deviation are given below:

Table 7. Combined table for teacher's attributes (statements 1–20)

Statement No.	Statement	Mean	Standard Deviation	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	strong command	1.71	0.591	34.5	59.9	3.6	1.2	-
2	punctual and implements clear classroom rules	1.43	0.550	59.1	37.3	2.8	-	-
3	demonstrates polite and friendly	1.49	0.635	57.1	36.1	5.2	0.8	-
4	The teacher greets students with a smile	1.43	0.550	58.7	37.7	2.8	-	-
5	The teacher respects students	1.75	0.957	39.7	50.4	6.0	2.8	0.4
6	Students feel comfortable	1.46	0.602	57.5	37.7	3.2	0.8	-
7	Use variety of teaching techniques	1.52	0.941	57.1	36.9	3.6	1.2	0.4
8	listens to student and responds actively	1.54	0.922	56.0	36.5	5.6	0.8	-
9	patience and calmness in the classroom	1.46	0.588	57.5	37.7	3.6	0.4	-
10	motivates students	1.54	0.948	57.9	33.7	5.6	1.6	-
11	encourages active participation	1.54	0.918	56.3	36.5	5.2	0.8	0.4
12	timely and constructive feedback	1.54	0.985	58.7	34.1	3.2	2.0	0.8
13	approachable outside of class	1.70	0.940	42.1	50.8	3.2	2.8	-
14	The teacher incorporates real-world examples	1.74	0.986	42.1	48.0	6.0	2.0	0.8
15	Positively influences the learning environment	1.80	1.21	40.9	49.2	4.4	2.4	1.6
16	The teacher is fair and unbiased	1.43	0.557	59.5	36.5	3.2	-	-
17	The teacher's use of technology enhances learning	1.44	0.558	58.3	37.7	3.2	-	-
18	The teacher is organized and well-prepared	1.73	1.00	42.1	49.6	4.0	1.6	1.6
19	The teacher shows genuine interest in students' growth	1.58	0.991	56.0	35.3	5.2	1.6	0.8
20	The teacher's behavior serves as a positive role model	1.54	1.38	58.3	36.5	3.2	0.4	0.4

Table 8. Mean and Standard deviation of all the statements

No.	Items	Mean	Standard derivation
1	The teacher has a strong command of the subject matter.	1.71	.591
2	The teacher is punctual and implements clear classroom rules.	1.43	.550
3	The teacher demonstrates polite and friendly behavior towards students.	1.49	.635
4	The teacher greets students with a smile and appears to be in a positive mood.	1.43	.550
5	The teacher respects students and their individuality.	1.75	.957
6	Students feel comfortable sharing their opinions and problems with the teacher.	1.46	.602
7	The teacher uses a variety of teaching techniques and makes significant efforts to teach effectively.	1.52	.914
8	The teacher listens to students' problems and opinions actively and responds to them.	1.54	.922
9	The teacher demonstrates patience and calmness in the classroom.	1.46	.588
10	The teacher motivates students both inside and outside the classroom.	1.54	.948
11	The teacher encourages students to ask questions and participate actively in the classroom.	1.54	.918
12	The teacher provides timely and constructive feedback on students' academic performance.	1.54	.985
13	The teacher is approachable and available to students outside of class for additional support.	1.70	.940
14	The teacher incorporates real-world examples and practical applications in the lesson.	1.74	.986
15	The teacher's behavior positively influences the overall learning environment in the classroom.	1.80	1.21
16	The teacher is fair and unbiased in their treatment of students.	1.43	.557
17	The teacher's use of technology enhances the learning experience for students.	1.44	.558
18	The teacher is organized and well-prepared for each lesson.	1.73	1.0
19	The teacher demonstrates a genuine interest in the academic and personal growth of students.	1.58	.991
20	The teacher's behavior serves as a positive role model for students.	1.54	1.38

Table 9. Independent sample t-test on the importance of teacher's behavior of gender

Variables	Categories	M	S. D	df	T	P
Gender	Male	1.56	.422	248	.337	.368
	Female	1.55	.296			

Table 10. Independent sample t-test on the importance of teacher's behavior of age

Variable	Categories	M	S. D	Df	T	P
Age	12-14	1.56	.376	248	433	.333
	15-17	1.54	.321			

Table 11. Independent one-way ANOVA test on importance of teacher’s behavior of class

Variables	Sum of squares	Df	Mean square	F	p
Between groups	.334	3	111	.851	.467
Within groups	32.2	248	131		
Total	32.5	249			

Table 12. Independent sample t-test on the importance of teacher’s behavior of mother tongue

Variable	Categories	M	S. D	Df	T	P
Mother tongue	Urdu	1.58	.434	248	1.21	1.32
	Punjabi	1.53	.275			

Table 13. Independent sample t-test on importance of teacher’s behavior of locality

Variable	Categories	M	S. D	Df	T	P
Locality	Urban	1.55	.365	248	-1.243	.107
	Rural	1.65	.310			

The data indicates a strong overall agreement among respondents regarding teachers' positive attributes and practices, with over 90% consistently expressing either "strongly agree" or "agree" across the 20 statements. This demonstrates a generally favorable perception of teachers' behaviors and their role in the educational process. Statements such as "The teacher is organized and well-prepared" and "The teacher positively influences the learning environment" exhibit slightly higher mean ratings, suggesting a slight variability in opinions compared to other statements. Notably, statements related to punctuality, fairness, and unbiased treatment received the lowest neutrality and disagreement levels, highlighting a strong positive consensus in these areas. However, some statements, like "The teacher serves as a positive role model," show higher standard deviations, indicating diverse opinions among respondents. Overall, the findings underscore a robust endorsement of teachers' constructive behaviors and their significant contribution to creating an engaging and effective learning environment.

The Table 8 shows that there are 20 items related to students and importance of teacher’s behaviors looking closely at the table items, it was observed that item no. 15 “the teacher’s behavior positively influences the overall environment of classroom” had the highest mean value 1.80 among all other items and item no.2, 4 and 16 had the lowest mean which is 1.43 among all the other items and all the items mean was above 1.45.

The Table 9 shows that the p value is .368 which is greater than .05 so there is no difference between the gender male and female so it is insignificant.

The Table 10 shows that the p value is .333 which is greater than 0.05 there is no difference in terms of age variable so it is insignificant.

This Table 11 shows that p value is .467 which is greater than 0.05 so there is no difference among class 7, 8, 9 and 10 so it is not significant.

This Table 12 shows that the p value is 1.32 which greater than 0.05 so there is no difference between Urdu and Punjabi and it is not significant.

This Table 13 shows that p value is -1.24 which is smaller than 0.05 so there is difference in urban and rural and it is significant.

5. DISCUSSION

The primary purpose of this study was the investigation of importance of teacher’s behavior on students learning at secondary school of Lahore. All the previous researchers that have been conducted on the importance and effectiveness of teacher’s behavior on students learning have suggested its important and its impact on students learning outcomes and achievement of curricular or educational goals and aims. The finding of this is also related to the finding of (Idris, Hussain, & Ghaffar, 2021) at secondary level. They figured out the importance of healthy behavior of teachers on students

learning which explain the important fact that how the healthy and fulfilling behavior of a teacher can have strong and positive impact on students learning and achievement (Hein, 2012). Highlighted that the behavior of a teacher is the key factor in determining and making learning of a student up to the mark it is serve as a major thing in motivating the student, it is also one of the major objectives in my study. One of the objectives of this study was the impact of teacher's behavior on students learning that students show considerable amount of change and positivity in their learning and behavior as suggested by (Shah, 2009) that behaviors can be positive and negative but only positive and refined behaviors can make a helpful environment for learning. Other important objectives of this study were the elements and approaches that can affect the behavior of a teacher towards students as suggested by (Shah, 2009) that non supportive environment, workload and non-competency can result in failure of the deliverance of positive attitude and behavior and special attention and measures should be taken to improve the situation.

In this study quantitative research with simple random sampling was done we collected the data from 250 students and the result clearly showed that teachers and student relationship is highly correlated with the behavior of a teacher. We analyzed that student are well aware and take a significant consideration towards teacher attitude. The data clearly showed that how positive attitude and cooperation with students can impact students' perception toward the teacher, in our study mean of each item was above 1.43 and statement 2, 4 and 16 had the lowest mean and statement 15 had the highest mean of 1.80 the mean value showed the importance and understanding of students toward teachers' behavior. We have respondents having male and female gender, with urban and rural locality and with Punjabi and Urdu mother tongue and our study shows that teacher's behavior equally affects students, and they equally respond to the behavior of a teacher either it is negative or positive.

6. CONCLUSION

The study was intended to investigate the importance of teacher's behavior on students learning. Data was collected manually through the data collecting study instrument which is

questionnaire. There was total 250 respondents that were given questionnaires of class 7, 8, 9 and 10 from three branches of Lahore Grammar school. The variables that have been identified were age, gender, class, mother tongue and locality. It was also evident in the analysis and findings that proportion and ratio of male and female students, Punjabi and Urdu speaking students, students from rural and urban areas, and students from age 12 to 17 was almost equal which mean that through our respondents we attained equal responses and we realized that teacher behavior is equally implemented and have considerable effect on each and every students regardless of using different variables and students observed enough to respond teachers' behavior, the study shows that how behavior of a teacher has strong impact on student thinking and in his/her academic journey.

7. RECOMMENDATIONS

- This research study was conducted with intention to give overall outlook about the importance of teacher's behavior in teaching learning process. A calculated picture is presented in this study to determine the significance of this study on student's behavior and academic personality and achievements.
- A teacher should have full grip and command on the content of subject matter, to implement and exhibit his personality and behavior with full confidence and smoothness.
- There should be complete system for the professional development, psychological, emotional and social nourishment and upbringing for teachers, there must be proper training including programs and courses which can emphasize the importance, bring awareness and can shape the professionalism and behavior of teachers.
- The main purpose of teaching is to facilitate the students in every single possible way in their academic endeavors which can only done by maintaining right and positive behavior that can be implemented by showing mutual respect towards students and dealing with them effectively, actively, consistently and productively showing the attitude of love, kindness, care and consideration so they can feel motivated and energetic to learn and prosper.

DISCLAIMER (ARTIFICIAL INTELLIGENCE)

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc) and text-to-image generators have been used during writing or editing of this manuscript.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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