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**THE IMPACT OF TEACHER BEHAVIOR ON EARLY  
LEARNERS' MOTIVATION**

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## Abstract

*This study examines the impact of teacher behavior on student motivation at the elementary school level in Pakistan. Student motivation is a key factor in academic success, particularly during early education, where foundational learning is developed. The research emphasizes that teachers play a central role in shaping students' motivation through their verbal and non-verbal communication, classroom interaction, encouragement, and overall attitude. The study adopts a quantitative descriptive survey design and includes 320 participants comprising head teachers, elementary school teachers (ESTs), and students from urban, semi-urban, and rural areas. Data were collected using a structured 30-item Likert-scale questionnaire focusing on behavioral dimensions such as respect, support, feedback, fairness, and classroom engagement. Results revealed that over 88% of respondents agreed that positive teacher behaviors, such as empathy and constructive feedback, significantly enhance student motivation. Notable correlations were found in specific questionnaire items, with urban environments showing slightly better motivation levels than rural settings due to more active instructional interactions. Overall, the research concludes that teacher conduct has a direct and powerful influence on student motivation and recommends professional growth and emotional intelligence training for teachers to foster a supportive learning environment, which may inform educational policymakers and teacher training programs in improving educational outcomes.*

**Keywords:** *Teacher behavior, student motivation, elementary education, instructional interaction, classroom engagement, descriptive statistics, Pakistan, head teachers, ESTs.*

## Introduction

The behavior of teachers is the key to shaping the experiences and performances of students. The activities of teachers also have a wider effect than the test scores as they affect students in long terms by shaping their attitude and behavior towards the learning process. Teachers are found to make an enormous difference in self-efficacy of students in mathematics, enjoyment, and behavior in a class. The teaching methods like the usage of emotional support and maintaining the classroom order are correlated strongly with the attitude and behavior of students. There is no direct correlation with increased test scores and positive attitudes and behaviors (Bardach et al., 2021). An effective teacher models enthusiasm, empathy and hope and creates the environment, in which interest and acceptance of mistakes thrive. Proper teaching is not limited merely to gaining knowledge with regard to academic subjects but is the development of strong love of the learning process. They also realize that there are opportunities to acquire new knowledge and the ability to recover quickly when confronted with problems. They also have faith in their children and instill absolute mind frame to the digital literacy within the schooling structure. Scholars are using process-product paradigm to examine behaviors of teachers and their effect to the accomplishment of students. In this model they establish the factors that are related to student outcomes (Madigan et al., 2021; Shaheen et al., 2025). A brilliant educationalist, who always portrays the positive qualities as empathy, good communicative abilities, flexibility and enthusiasm. All these attributes are promoting the attainment of desirable learning outcomes. How the teachers conducts themselves directly affects how they relate with the children, the parents, other colleagues and the administration. Good behavior will foster the best learning climate by the teacher.

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## **Statement of the Problem**

Due to teachers' misbehavior in our schools, kids deal with a number of challenges, such as difficulty interacting with their teachers, how teachers treat their pupils, difficulty understanding the subject, and hesitation to voice concerns to teachers. These problems negatively impact students' motivation and learning. Therefore, in order to motivate students to learn, teachers' behavior needs to be improved.

Despite extensive evidence linking teacher behavior to students' motivation (Ryan & Deci, 2020), there remains insufficient understanding of how specific teacher behaviors (e.g., feedback strategies, nonverbal communication, or autonomy-supportive actions) distinctly influence intrinsic and extrinsic motivation among elementary school students, particularly in varied cultural or socioeconomic settings. Existing research predominantly examines broad constructs like teacher-student relationships (Cornelius-White, 2007), overlooking granular analyses of discrete behaviors and their psychological pathways. Additionally, few studies investigate the long-term sustainability of motivation fostered by teacher actions or account for mediating factors such as classroom resources, parental involvement, or institutional policies. Marginalized student populations, including those from low-income backgrounds or with learning disabilities, are also underrepresented in current literature, limiting the generalizability of findings. Without addressing these gaps, educators and policymakers lack evidence-based strategies to design equitable, motivationally supportive classrooms tailored to diverse learner needs.

## **Objectives of the Study**

The objectives of study were:

- To determine the teacher's behavior towards student's motivation at elementary school level.
- To analyze the effect of teacher's behavior on student's motivation at elementary school level.
- To analyze the effect of gender based teacher's behavior on student's motivation at elementary school level.
- To analyze the effect of locality based teacher's behavior on students' motivation at elementary school level.
- To identify the factors affecting student's motivation at elementary school level

## **Research Questions**

Following were the research questions:

1. What is the teacher's behavior towards student's motivation at elementary school level?
2. What is the effect of teacher's behavior on student's motivation at elementary school level?
3. What is the effect of gender based teacher's behavior on student's motivation at elementary school level?
4. What is the effect of locality based teacher's behavior on students' motivation at elementary school level?
5. Which factors affect the student's motivation at elementary school level?

## **Literature Review**

### **Teacher Behavior**

Teacher behavior encompasses the actions, practices, and interpersonal conduct of an individual in fulfilling the roles and duties of an educator. It is fundamentally a form of social behavior that is critical for leading students through the learning process and ensuring the delivery of high-quality education. This behavior includes, but is not limited to, instructional techniques, pedagogical content knowledge, classroom management strategies, and relationships with students, parents, colleagues, and administrative staff (Korpershoek et al., 2023; Riaz et al., 2025). The way a teacher acts and controls the classroom environment has a direct and profound effect on student engagement, their desire to learn, and their

propensity to attend school regularly (García-Moya et al., 2024; Arshad, Mehmood & Ahmad, 2025).

### **Positive Teachers Behavior**

One of the most honorable occupations is teaching. A teacher has the power to mold students' brains, impart morals, and mentor them toward achievement. Nevertheless, what defines exemplary teacher conduct? The behavior of a competent teacher can be likened to that of a skilled symphony conductor. They skillfully combine the qualities of patience and energy, delivering classes with clear and empathetic instruction. The conduct of an exceptional educator might be compared to a meticulously calibrated instrument, skillfully performing the symphony of knowledge, while motivating and directing pupils through the harmonious process of acquiring knowledge. The combination of enthusiasm, empathy, and positivism in this setting fosters curiosity, encourages learning from mistakes, and enables students to develop into lifelong learners (Xie et al., 2021; Ahmad et al., 2025; Ansari et al., 2025; Arshad, Ahmad & Rao, 2025). Several attributes of a competent teacher are present in their behavior.

### **Negative Teacher Behavior**

The adverse conduct of teachers can either enhance or diminish student motivation, attainment, and well-being. A new study has discovered that unfavorable teacher arrogances can hinder academic performance and worsen students' mental disorders and physical manifestations of stress. Children may feel degraded when teachers use strategies such as humiliation or sarcasm. Employing fear and intimidation as a means of discipline might have detrimental effects on the student's prospects for future achievement. Teachers that exhibit authoritarian behavior or show indifference towards their pupils or teachings might have a lasting negative impact on the students (Madigan et al., 2021; Arshad, Ahmad & Zafar, 2025; Shehbaz, et al., 2025). A teacher's negative attitude towards their students can have a significant impact on their academic achievement, learning, emotional well-being, and lifestyle. Due to the pervasive negativity, students' ability to acquire knowledge is hindered, leading to a decline in their enthusiasm in school and a preference to abstain from further studying. An instructor who fails to employ efficient teaching methods and techniques, neglects to carry out the necessary course activities, disregards individual differences and learning styles, and fails to maintain a consistent course structure is deemed to have ineffective course management. These educators evade the assigned duty rather than efficiently instructing in the classroom. This can be attributed to a teacher's lack of professional competence and personal issues, as well as their unfamiliarity with and failure to utilize contemporary methodologies and procedures. Conversely, the teachers' approach leads to inadequate learning outcomes for students, resulting in incomplete information and abilities. This strategy fails to engage students effectively, leading to a loss of interest in the lesson and a decline in their confidence and respect for the teachers (Chang et al., 2021).

### **Role of Teachers Behavior in Student's Motivation**

Motivation is defined as an inherent inclination that compels individuals to engage in an activity due to the gratification they gain from it. An alternative perspective on motivation posits that it involves purposeful acquisition of knowledge, which motivates and directs individuals towards a specific objective. When students are driven to acquire knowledge, they are more inclined to accomplish the objectives established for them, whether self-imposed or assigned by the teacher. Motivation, despite its various interpretations, exerts an impact on students' acquisition of knowledge. The desire of students to study is obtained from a variety of sources, which can be either intrinsic or extrinsic. Students are intrinsically driven to learn when they have a genuine interest and enjoyment in the subject or task, which adds significant significance to their learning and impacts their lives (Filgona et al., 2020; Naz et al., 2023; Bibi et al., 2025). Conversely, certain children excel in their learning due to the presence of a concrete incentive or the significance associated with the learning goal. Students that possess intrinsic motivation typically exhibit higher performance levels on assigned activities and demonstrate a greater

desire to attain achievement. Both inherent and external incentive enhance students' motivation to acquire knowledge.

### **Learners Motivation**

Motivation emerges from the dynamic interaction between a person and their environment. It refers to the psychological processes that direct, energize, and sustain an individual's goal-oriented behaviors, including the level of effort exerted, the path chosen, and the persistence maintained over time (Reeve, 2024; Saleem, Fatima & Shehbaz, 2025). Fundamentally, motivation is the force that initiates and guides action to fulfill psychological and physiological needs. It is responsible for orchestrating a wide range of human behaviors, from basic drives like hunger and affiliation to the pursuit of complex personal achievements (Ryan & Deci, 2025; Saleem et al., 2025).

### **Sources of Motivation**

The two main bases of motivation are extrinsic and intrinsic.

- 1. Intrinsically Motivation:** Activity that is achieved for its own sake, with the desire coming from the behavior itself, is mentioned to as intrinsic motivation.
- 2. Extrinsic Motivation:** Actions motivated by the request for physical gains, social recognition, or to stay clear of unfavorable outcomes are mentioned to as extrinsic motivation.
- 3. Motivation factor:** Students were motivated to learn by a change of situations. The following were the motivational factors as achievement, appreciation, accountability, progress, development.

### **Research Methodology**

“Research methodology is the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research” (Ahmad et al., 2023). The research methodology, covering the study's design, the target population, the sample and sampling methods, the sample size, the research instruments, the pilot study, as well as the data collection and analysis procedures.

### **Research Design**

A research design was an overall plan of how a study was done, which indicated basic guidelines of the study and its purpose. The behavior of the teachers and the motivation in the students were the variables in study. The study was type descriptive survey-based in its nature and relied on both quantitative and qualitative approaches (QUAN-qual.). There was an explanatory sequential approach where by either quantitative data collected and analyzed first or then qualitative data collected in order to explain the results that have been obtained.

### **Population:**

Population was from all elementary school of Tehsil RYK.

- Head teachers (HT)
- Elementary school teachers (ESTs)
- Students of Elementary classes

#### **1. Targeted Population:**

All the Head teachers, ESTs and Students in Government Elementary Schools in Tehsil Rahim Yar Khan.

#### **2. Accessible Population:**

20 Head teachers, 100 ESTs and 200 students studying in Government boys Elementary Schools in Tehsil Rahim Yar Khan, District Rahim Yar Khan.

Sample, Sampling and Sample Size:

**1. Sample:**

20 Head teachers, 100 ESTs and 200 students studying in Government boys Elementary Schools in Tehsil Rahim Yar Khan, District Rahim Yar Khan.

**2. Sampling:**

The suggested study utilized the cluster random sampling technique. “The process of choosing particular data sources to collect data that was used to achieve the research objectives.”(Gentles, Charles et al. 2015).

**Table 0.1 Sampling Chart**

Elementary Schools	Rahim Yar Khan
Boys	20
Urban	10
Rural	10
Total	20

**3. Sample Size:**

The data for the study was composed from Tehsil Rahim Yar Khan and included the following sample:

- Twenty (20) elementary school head teachers of male wing..
- Hundred (100) elementary school teachers, of male wing
- Two hundred (200) elementary school students, of male wing

**Research Tools:**

**Research Instrument**

The questionnaire and interview protocol were used for the proposed study.

The questionnaires were designed to gather data from HT, ESTs and Elementary School Students. The interview protocol was developed for data collection from head teachers.

**i. Pilot Study:**

The term pilot study was defined as a small scale feasibility study which is carried out to test different aspects of methods to be used in a larger and broader study. Pilot trainings usually allow researchers to have measurements on the usefulness and applicableness of their upcoming methodologies and events so that they could fit well in the study.

**Polit and Beck, 2017.**

The validity and reliability of research tools calculated:

**Validity:**

The rationality of the questionnaire was safeguarded through expert opinions. The questionnaire was refined and modified according to the feedback provided by the experts.

**Content Validity Ratio (CVR)**

The researcher was tapped 10 experts and mailed the questionnaire to them. They used their answers to calculate Content Validity Ratio (CVR) and Content Validity Index (CVI). Lawshe (1975) proposed one of the standardized schemes of evaluating content validity, commonly employed in relation to psychology, which involves the opinions of experts. Following this procedure the CVR was determined

with regards to each and every question to determine its validity.

$$CVR = \frac{N_e - \left(\frac{N}{2}\right)}{N/2}$$

Assuming the 0.62 as the value of the CVR, then assuming that the number of the specialists is 10, then there was no less significant characteristic than this value (Lawshe, 1975; Singh & Sharma, 2015).

The reliability statistics of research tools were indicated above table. Student's questionnaires i.e., reliability of research instruments were 0.902 and the average between student's questionnaires was 0.902 by use of Cronbach alpha technique, which was good.

### **Data Collection and Analysis**

The researcher was personally visited the schools and collected the data from the sampled persons (respondents). Data collected was analyzed and interpreted using both SPSS-27 software and Microsoft Excel in the data analysis process. These tools provided comprehensive analyses, presenting results visually through tables and graphs for easy comprehension. The use of structured tables permits intricate descriptions of each questionnaire statement, allowing clear representation of responses received. Researchers were gained vital insights while making informed conclusions based on this interpretation to better understand the information gathered from their survey or study's participants by utilizing analytical techniques such as frequency, percentage along with standard deviation plus mean score calculated following inputting into a datasheet by researcher ship effort.

### **Data Analysis and Interpretation**

b. Part-1: Quantitative Data Analysis

This part presents the quantitative data analysis and interpretation as follows:

### **Item wise Data Analysis**

#### **Factor-1: Teacher-Student Relationship**

#### **Teacher treats students with respect.**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	2	8	9	20	0.75	4.0
	%	0.0%	5.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	0	2	11	43	44	100	0.77	4.01
	%	0.0%	2.0%	11.0%	43.0%	44.0%	100%		
Students	F	3	4	11	91	91	200	0.86	4.02
	%	1.5%	2.0%	5.5%	45.5%	45.5%	100%		
Total	F	3	7	24	142	144	320	0.79	4.01
	%	0.9%	2.2%	7.5%	44.4%	45.0%	100%		

SDA 0.9 percent, DA 2.2 percent, U 7.5percent, Agree/SA 89.4 %

M 4.01= (0.79)

The strong mean and large display of agreement, at a rate of 87 percent, indicates that the teachers are mostly seen as treating students with respect; the SD is not too high indicating that most respondents have a similar view

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## Item 2. Teacher is kind to all students

**Table 2: Response distribution for Item 2**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	2	8	9	20	0.75	4.0
	%	0.0%	5.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	0	2	11	43	44	100	0.77	4.01
	%	0.0%	2.0%	11.0%	43.0%	44.0%	100%		
Students	F	3	4	11	91	91	200	0.86	4.02
	%	1.5%	2.0%	5.5%	45.5%	45.5%	100%		
Total	F	3	7	24	142	144	320	0.79	4.01
	%	0.9%	2.2%	7.5%	44.4%	45.0%	100%		

SDA 0.9 percent, DA 2.2 percent, U 7.5percent, Agree/SA 89.4 %

The means of **4.01**, SD of 0.79

Ninety one percent are in agreement just saying teachers are kind; although the mean is a little lower suggesting that teachers are very kind just like respect has more variation.

## Item 3 Teacher listens when a student wants to say something

**Table 3: Response distribution for Item 3**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	2	9	9	20	0.7	4.02
	%	0.0%	0.0%	10.0%	45.0%	45.0%	100%		
ESTs	F	2	1	7	45	45	100	0.78	4.02
	%	2.0%	1.0%	7.0%	45.0%	45.0%	100%		
Students	F	5	7	12	88	88	200	0.64	4.01
	%	2.5%	3.5%	6.0%	44.0%	44.0%	100%		
Total	F	7	8	21	142	142	320	0.71	4.02
	%	2.2%	2.5%	6.6%	44.4%	44.4%	100%		

SDA 2.2%, DA 2.5%, UD 6.6%, Agree/SA 88.8%

M4.02, SD 0.71

The high degree of 92 percent concordance and a mean almost 4.5 designate students as also listened to; the low SD (0.69) indicates a high level of concurring.

## Factor 2. Classroom Climate

### Item 4 Teacher helps students feel happy in the classroom

**Table 4: Response distribution for Item 4**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	1	9	10	20	0.82	4.03
	%	0.0%	0.0%	5.0%	45.0%	50.0%	100%		
ESTs	F	0	3	8	44	45	100	0.7	4.01
	%	0.0%	3.0%	8.0%	44.0%	45.0%	100%		
Students	F	0	4	20	88	88	200	0.82	4.01
	%	0.0%	2.0%	10.0%	44.0%	44.0%	100%		

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Total	F	0	7	29	141	143	320	0.78	4.02
	%	0.0%	2.2%	9.1%	44.1%	44.7%	100%		

SDA 0%, DA 2.2%, UD 9.1%, Agree/SA 88.8%

M = 4.02(SD = 0.78)

Eighty eight percent are happy and the mean and low SD show that there is positive classroom atmosphere.

## Item 5 Teacher allows students to share their ideas

**Table 5: Response distribution for Item 5**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	3	8	9	20	0.87	4.0
	%	0.0%	0.0%	15.0%	40.0%	45.0%	100%		
ESTs	F	0	3	4	46	47	100	0.85	4.02
	%	0.0%	3.0%	4.0%	46.0%	47.0%	100%		
Students	F	5	5	12	89	89	200	0.6	4.01
	%	2.5%	2.5%	6.0%	44.5%	44.5%	100%		
Total	F	5	8	19	143	145	320	0.77	4.01
	%	1.6%	2.5%	5.9%	44.7%	45.3%	100%		

SDA 1.6 percent, DA 2.5 percent, UD 5.9 percent, Agree/SA 90 percent mean 4.01, SD 0.77

The large percentage (92 %) of agreement indicates the openness of sharing ideas; the slightly increased SD indicates the presence of some slight variance between the respondents.

## Item 6. Teacher encourages students to try without fear of making mistakes

**Table 6: Response distribution for Item 6**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	2	9	9	20	0.84	4.02
	%	0.0%	0.0%	10.0%	45.0%	45.0%	100%		
ESTs	F	1	6	7	43	43	100	0.72	4.01
	%	1.0%	6.0%	7.0%	43.0%	43.0%	100%		
Students	F	1	7	12	90	90	200	0.88	4.02
	%	0.5%	3.5%	6.0%	45.0%	45.0%	100%		
Total	F	2	13	21	142	142	320	0.81	4.02
	%	0.6%	4.1%	6.6%	44.4%	44.4%	100%		

SDA 0.6%, DA 4.1%, UD 6.6%, Agree/SA 88.8%

- Mean: 4.02 SD: 0.81

Ninety percent are willing to make a mistake; a great mean indicates that the encouragement to be risky is high, but SD is not very high.

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## Item 7 .Teacher praises students when they try hard.

**Table 7: Response distribution for Item 7**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	1	9	9	20	0.72	4.02
	%	0.0%	5.0%	5.0%	45.0%	45.0%	100%		
ESTs	F	2	1	10	43	44	100	0.77	4.01
	%	2.0%	1.0%	10.0%	43.0%	44.0%	100%		
Students	F	4	1	17	89	89	200	0.83	4.01
	%	2.0%	0.5%	8.5%	44.5%	44.5%	100%		
Total	F	6	3	28	141	142	320	0.77	4.01
	%	1.9%	0.9%	8.8%	44.1%	44.4%	100%		

SDA 1.9%, DA 0.9%, UD 8.8%, Agree / SA 88.5%

Mean 4.01, SD = 0.77

Stunning 93 percent approach and the average score of more than 4.5 attest to the importance of praise as an incentive; relatively consistent answers

## Item 8 .Teacher becomes happy when students do well

**Table 8: Response distribution for Item 8**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	1	9	10	20	0.64	4.03
	%	0.0%	0.0%	5.0%	45.0%	50.0%	100%		
ESTs	F	5	1	9	42	43	100	0.79	4.0
	%	5.0%	1.0%	9.0%	42.0%	43.0%	100%		
Students	F	3	2	9	93	93	200	0.69	4.02
	%	1.5%	1.0%	4.5%	46.5%	46.5%	100%		
Total	F	8	3	19	144	146	320	0.71	4.02
	%	2.5%	0.9%	5.9%	45.0%	45.6%	100%		

Builds self esteem

SDA 2.5%, DA 0.9%, UD 5.9%, Agree/SA 90.6%

Mn 4.02 SD 0.71

The 92 percent are positively affected by the comments made by teachers; the SD is quite small and shows that this confidence boost is quite common

## Item 9. Teacher boosts students' confidence by speaking positively about their work

**Table 9: Response distribution for Item 9**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	2	9	9	20	0.68	4.02
	%	0.0%	0.0%	10.0%	45.0%	45.0%	100%		
ESTs	F	0	2	10	44	44	100	0.73	4.01
	%	0.0%	2.0%	10.0%	44.0%	44.0%	100%		
Students	F	4	0	14	91	91	200	0.86	4.02
	%	2.0%	0.0%	7.0%	45.5%	45.5%	100%		

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Total	F	4	2	26	144	144	320	0.76	4.02
	%	1.2%	0.6%	8.1%	45.0%	45.0%	100%		

Likes to teach

Error 0, difference 9, not recorded 3 and agreement/saturated agreement 88

Mean 4.13 SD 0.85 Eighty eight percent feel the teachers are enjoying the lesson; the higher they are on the D rate (9%) and SD, the different enjoyable classes or subjects there may be.

## Item 10. Teacher enjoys teaching the class

**Table 10: Response distribution for Item 10**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	1	9	9	20	0.89	4.02
	%	0.0%	5.0%	5.0%	45.0%	45.0%	100%		
ESTs	F	0	6	7	43	44	100	0.75	4.01
	%	0.0%	6.0%	7.0%	43.0%	44.0%	100%		
Students	F	2	9	11	89	89	200	0.81	4.01
	%	1.0%	4.5%	5.5%	44.5%	44.5%	100%		
Total	F	2	16	19	141	142	320	0.82	4.01
	%	0.6%	5.0%	5.9%	44.1%	44.4%	100%		

Seems to be excited

SDA 0.6 percent, DA 5 percent, UD 5.9 percent, Agree/SA 88.5 percent

Mean 4.01, SD 0.82

Although 88 percent observe teacher enthusiasm, the standard deviation exceeds 1, showing a great deal of disagreement there are those that say that the teacher is full of enthusiasm and then there are those that say not very enthusiastic

## Item 11. Teacher looks excited while teaching

**Table 11: Response distribution for Item 11**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	1	1	1	8	9	20	0.71	4.0
	%	5.0%	5.0%	5.0%	40.0%	45.0%	100%		
ESTs	F	3	0	6	45	46	100	0.84	4.02

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	%	3.0%	0.0%	6.0%	45.0%	46.0%	100%		
Students	F	6	8	8	89	89	200	0.7	4.01
	%	3.0%	4.0%	4.0%	44.5%	44.5%	100%		
Total	F	10	9	15	142	144	320	0.75	4.01
	%	3.1%	2.8%	4.7%	44.4%	45.0%	100%		

Motivates the students to learn

SDA 3.1%, DA2.8%, UD4.7%, Agree/SA 89.4%

Mean 4.01, SD 0.75

There is unanimous approval among the strong 93% who are inspired by the enthusiasm of teachers; this is reflected in the narrow SD

## Item 12. Teacher's excitement encourages students to learn.

**Table 12: Response distribution for Item 12**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	3	8	9	20	0.77	4.0
	%	0.0%	0.0%	15.0%	40.0%	45.0%	100%		
ESTs	F	3	2	5	45	45	100	0.85	4.02
	%	3.0%	2.0%	5.0%	45.0%	45.0%	100%		
Students	F	3	7	8	91	91	200	0.81	4.02
	%	1.5%	3.5%	4.0%	45.5%	45.5%	100%		
Total	F	6	9	16	144	145	320	0.81	4.01
	%	1.9%	2.8%	5.0%	45.0%	45.3%	100%		

## Item 13. Teacher motivates students when they perform well.

**Table 13: Response distribution for Item 13**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	2	9	9	20	0.88	4.02
	%	0.0%	0.0%	10.0%	45.0%	45.0%	100%		
ESTs	F	2	1	7	45	45	100	0.73	4.02
	%	2.0%	1.0%	7.0%	45.0%	45.0%	100%		
Students	F	6	6	6	91	91	200	0.65	4.02
	%	3.0%	3.0%	3.0%	45.5%	45.5%	100%		
Total	F	8	7	15	145	145	320	0.75	4.02
	%	2.5%	2.2%	4.7%	45.3%	45.3%	100%		

Enthusiasts good deeds

- SDA2.5% DA2.2% UD 4.7% Agree/SA 90.6%

Mean of 4.02, SD 0.75

Even though the agreement was high (86%), 10% SD was a significant finding with a big value in SD (1.19) indicating the existence of a subgroup with a lower level of achievement feedback motivation.

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## Item 14 .Teacher supports students when they are motivated.

**Table 14: Response distribution for Item 14**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	3	8	9	20	0.82	4.0
	%	0.0%	0.0%	15.0%	40.0%	45.0%	100%		
ESTs	F	0	6	6	44	44	100	0.85	4.01
	%	0.0%	6.0%	6.0%	44.0%	44.0%	100%		
Students	F	1	0	17	91	91	200	0.9	4.02
	%	0.5%	0.0%	8.5%	45.5%	45.5%	100%		
Total	F	1	6	26	143	144	320	0.86	4.01
	%	0.3%	1.9%	8.1%	44.7%	45.0%	100%		

SDA0.3% DA 1.9% UD 8.1 percent Agree/SA 89.7 percent

Mean 4.01, SD 0.86

Ninety-two per cent believe that when a teacher is motivated, he or she is encouraging; mid-SD implies some variation within the subsequent support provision.

## Item 15 .Teacher helps students perform better in studies

**Table 15: Response distribution for Item 15**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	2	8	9	20	0.72	4.0
	%	0.0%	5.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	3	2	6	44	45	100	0.86	4.01
	%	3.0%	2.0%	6.0%	44.0%	45.0%	100%		
Students	F	5	3	8	92	92	200	0.6	4.02
	%	2.5%	1.5%	4.0%	46.0%	46.0%	100%		
Total	F	8	6	16	144	146	320	0.73	4.01
	%	2.5%	1.9%	5.0%	45.0%	45.6%	100%		

: Boosts performance

• SDA 2.5%, DA 1.9%, UD5%, Agree/SA 90.6 %

Mean 4.01 SD 0.73

Eighty eight percent admit that they have improved performance; SD is close to 1.0 which implies a mixed experience in the area of academic improvement.

## Item 16. Teacher keeps the class calm and fair

**Table 16: Response distribution for Item 16**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	2	8	9	20	0.71	4.0
	%	0.0%	5.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	0	1	7	46	46	100	0.62	4.02
	%	0.0%	1.0%	7.0%	46.0%	46.0%	100%		
Students	F	6	11	13	85	85	200	0.9	4.0

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	%	3.0%	5.5%	6.5%	42.5%	42.5%	100%		
Total	F	6	13	22	139	140	320	0.74	4.01
	%	1.9%	4.1%	6.9%	43.4%	43.8%	100%		

Maintains calm in the class

SDA 1.9%, DA 4.1%, UD 6.9%, Agree/SA 87.2%

Mean 4.01, SD 0.74

Although 87 percent indicate agreement, the 10 percent SD and high SD shows that the practice in class management could be widely diverse depending on the setting.

## Item 17 .Teacher helps students stay focused

**Table 17: Response distribution for Item 17**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	1	9	10	20	0.7	4.03
	%	0.0%	0.0%	5.0%	45.0%	50.0%	100%		
ESTs	F	1	3	4	46	46	100	0.71	4.02
	%	1.0%	3.0%	4.0%	46.0%	46.0%	100%		
Students	F	1	7	12	90	90	200	0.87	4.02
	%	0.5%	3.5%	6.0%	45.0%	45.0%	100%		
Total	F	2	10	17	145	146	320	0.76	4.02
	%	0.6%	3.1%	5.3%	45.3%	45.6%	100%		

Assists in concentration

- SDA 0.6 %, DA 3.1 %, UD 5.3 %, Agree/SA 90.9 %

mean 4.02 SD 0.76

There is high agreement (92%) which shows great consensus in relation to focus support, and the SD is low indicating homogeneous perceptions.

## Item 18. Classroom remains neat and organized under teacher's management

**Table 18: Response distribution for Item 18**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	1	0	2	8	9	20	0.64	4.0
	%	5.0%	0.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	2	4	6	44	44	100	0.69	4.01
	%	2.0%	4.0%	6.0%	44.0%	44.0%	100%		
Students	F	1	4	9	93	93	200	0.65	4.02
	%	0.5%	2.0%	4.5%	46.5%	46.5%	100%		
Total	F	4	8	17	145	146	320	0.66	4.01
	%	1.2%	2.5%	5.3%	45.3%	45.6%	100%		

Arranged class

SDA 1.2%, DA 2.5 %, UD 5.3 %, Agree/SA 90.9 %

Mean 4.01, SD 0.66

The results did not show strong agreement even though SD and SD close to 1.0 indicate that there are some students who feel that they can improve the order in the classroom.

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## Item 19 .Teacher uses fun ways to teach

**Table 19: Response distribution for Item 19**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	2	9	9	20	0.68	4.02
	%	0.0%	0.0%	10.0%	45.0%	45.0%	100%		
ESTs	F	3	4	4	44	45	100	0.65	4.01
	%	3.0%	4.0%	4.0%	44.0%	45.0%	100%		
Students	F	5	4	19	86	86	200	0.87	4.01
	%	2.5%	2.0%	9.5%	43.0%	43.0%	100%		
Total	F	8	8	25	139	140	320	0.73	4.01
	%	2.5%	2.5%	7.8%	43.4%	43.8%	100%		

Fun teaching

SDA 2.5%, DA2.5%, UD 7.8% , Agree / SA 87.2%

Avg 4.01, SD 0.73

Ninety -three percent rate lessons as fun; the mean is solid and SD is moderate that it is a constant strength.

## Item 20. Class includes interesting learning activities

**Table 20: Response distribution for Item 20**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	1	9	10	20	0.68	4.03
	%	0.0%	0.0%	5.0%	45.0%	50.0%	100%		
ESTs	F	3	5	5	43	44	100	0.69	4.01
	%	3.0%	5.0%	5.0%	43.0%	44.0%	100%		
Students	F	4	2	8	93	93	200	0.61	4.02
	%	2.0%	1.0%	4.0%	46.5%	46.5%	100%		
Total	F	7	7	14	145	147	320	0.66	4.02
	%	2.2%	2.2%	4.4%	45.3%	45.9%	100%		

Interesting activities

- SDA 2.2 % , DA 2.2 % , UD 4.4% , Agree/SA 91.2%

Mean 4.02, SD 0.66 Almost an agreement with 90 percentage saturation suggests that there can be differences in the quality of activities between days or different instructors

## Item 21 .Students enjoy learning due to teacher's methods

**Table 21: Response distribution for Item 21**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	2	8	9	20	0.66	4.0
	%	0.0%	5.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	2	1	5	46	46	100	0.89	4.02
	%	2.0%	1.0%	5.0%	46.0%	46.0%	100%		
Students	F	2	9	9	90	90	200	0.69	4.02
	%	1.0%	4.5%	4.5%	45.0%	45.0%	100%		

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Total	F	4	11	16	144	145	320	0.75	4.01
	%	1.2%	3.4%	5.0%	45.0%	45.3%	100%		

The fun techniques

SDA 1.2%, DA 3.4 %, UD 5%, SA /Agree 90.3 %

Mean4.01, SD 0.75

Good proportion of them like teaching procedures; low SD highlights high appreciation of teaching style.

## Item 22 Teacher gives suggestions for improvement

**Table 22: Response distribution for Item 22**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	2	9	9	20	0.62	4.02
	%	0.0%	0.0%	10.0%	45.0%	45.0%	100%		
ESTs	F	1	6	7	43	43	100	0.86	4.01
	%	1.0%	6.0%	7.0%	43.0%	43.0%	100%		
Students	F	9	4	17	85	85	200	0.78	4.0
	%	4.5%	2.0%	8.5%	42.5%	42.5%	100%		
Total	F	10	10	26	137	137	320	0.75	4.01
	%	3.1%	3.1%	8.1%	42.8%	42.8%	100%		

Provides suggestions on improvements

•SDA3.1% DA 3.1%, UD 8.1%, Agree/SA 85.6%

Mean 4.01, SD 0.75

Feedback delivery distinguishes itself and has the most variability (SD 1.05) at 85% agreement, meaning that some teachers might require standardization of their instructions.

## Item 23. Students understand how to improve after teacher's explanation

**Table 23: Response distribution for Item 23**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	2	9	9	20	0.72	4.02
	%	0.0%	0.0%	10.0%	45.0%	45.0%	100%		
ESTs	F	2	0	7	45	46	100	0.86	4.02
	%	2.0%	0.0%	7.0%	45.0%	46.0%	100%		
Students	F	5	0	13	91	91	200	0.82	4.02
	%	2.5%	0.0%	6.5%	45.5%	45.5%	100%		
Total	F	7	0	22	145	146	320	0.8	4.02
	%	2.2%	0.0%	6.9%	45.3%	45.6%	100%		

Sets the expectations straight

• SDA 2.2%, DA 0%, UD 6.9%, Agree / SA 90.9%

Mn 4.02 (SD=0.8)

Eighty-nine percent are clear about improvement steps; the SD of moderate indicates that although clarity is good mostly but not all

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## Item 24 .Teacher communicates with parents about student progress

**Table 24: Response distribution for Item 24**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	1	0	2	8	9	20	0.61	4.0
	%	5.0%	0.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	1	1	13	42	43	100	0.74	4.0
	%	1.0%	1.0%	13.0%	42.0%	43.0%	100%		
Students	F	3	0	17	90	90	200	0.61	4.02
	%	1.5%	0.0%	8.5%	45.0%	45.0%	100%		
Total	F	5	1	32	140	142	320	0.65	4.01
	%	1.6%	0.3%	10.0%	43.8%	44.4%	100%		

Consultations with parents

- SDA 1.6%, DA 0.3%, UD 10%, Agree/SA 88.2%

Mn 4.01(SD 0.65) Parental communication is observed by 90%; however, with U and SD of 6 percent, it means that it is less regular

## Item 25 .Teacher continuously tries to improve teaching for better student learning

**Table 25: Response distribution for Item 25**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	1	0	2	8	9	20	0.75	4.0
	%	5.0%	0.0%	10.0%	40.0%	45.0%	100%		
ESTs	F	2	6	7	42	43	100	0.72	4.0
	%	2.0%	6.0%	7.0%	42.0%	43.0%	100%		
Students	F	9	2	17	86	86	200	0.65	4.01
	%	4.5%	1.0%	8.5%	43.0%	43.0%	100%		
Total	F	12	8	26	136	138	320	0.71	4.0
	%	3.8%	2.5%	8.1%	42.5%	43.1%	100%		

Attempts to become better

SDA 3.8%, DA 2.5%, UD 8.1%, Agree/SA 85.6 per cent

Mean 4.0, SD 0.71

The generally positive perception of teachers improving themselves (88%) is accompanied by the SD of 5 and the SD of 25, indicating mixed views on the profession development activities of educators.

## Item 26. Teacher reflects on what went well after class

**Table 26: Response distribution for Item 26**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	3	8	9	20	0.7	4.0
	%	0.0%	0.0%	15.0%	40.0%	45.0%	100%		
ESTs	F	2	2	5	45	46	100	0.76	4.02
	%	2.0%	2.0%	5.0%	45.0%	46.0%	100%		
Students	F	1	4	25	85	85	200	0.87	4.0
	%	0.5%	2.0%	12.5%	42.5%	42.5%	100%		

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Total	F	3	6	33	138	140	320	0.78	4.01
	%	0.9%	1.9%	10.3%	43.1%	43.8%	100%		

Class reflection

•SDA 0.9%, DA 1.9%, UD 10.3 % Agree/SA 86.9%

Mean 4.01, SD 0.78 Existing reflection practices are rather well recognized, as they have a large mean and low SD, which suggest common ground.

## Item 27 .Teacher learns new strategies to help students more effectively

**Table 27: Response distribution for Item 27**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	1	1	1	8	9	20	0.68	4.0
	%	5.0%	5.0%	5.0%	40.0%	45.0%	100%		
ESTs	F	0	4	5	45	46	100	0.8	4.02
	%	0.0%	4.0%	5.0%	45.0%	46.0%	100%		
Students	F	2	8	16	87	87	200	0.9	4.01
	%	1.0%	4.0%	8.0%	43.5%	43.5%	100%		
Total	F	3	13	22	140	142	320	0.79	4.01
	%	0.9%	4.1%	6.9%	43.8%	44.4%	100%		

Acquires new knowledge

SDA 0.9%, DA 4.1%, UD 6.9% and AGREE/SA 88.2%

Mean 4.01 SD 0.79

Eighty-six percent agreements and greater D (7% higher D) mean that continual teacher learning seems to be highly appreciated yet not equally received

## Item 28. Students learn better due to teacher's behavior

**Table 28: Response distribution for Item 28**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	1	9	9	20	0.65	4.02
	%	0.0%	5.0%	5.0%	45.0%	45.0%	100%		
ESTs	F	1	3	8	44	44	100	0.78	4.01
	%	1.0%	3.0%	8.0%	44.0%	44.0%	100%		
Students	F	5	0	25	85	85	200	0.9	4.0
	%	2.5%	0.0%	12.5%	42.5%	42.5%	100%		
Total	F	6	4	34	138	138	320	0.78	4.01
	%	1.9%	1.2%	10.6%	43.1%	43.1%	100%		

Behavior assists in learning

• SDA 1.9 percent, DA 1.2 percent, UD 10.6 percent and agree/SA 86.2 percent

Mean 4.01 and SD 0.78

Eighty six percent view behavior as quite influential, although 9 percent D indicates that there is probably no direct connection between behavior and learning

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## Item 29. Students work harder when teacher is happy and excited

**Table 29: Response distribution for Item 29**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	0	3	8	9	20	0.67	4.0
	%	0.0%	0.0%	15.0%	40.0%	45.0%	100%		
ESTs	F	0	5	5	45	45	100	0.62	4.02
	%	0.0%	5.0%	5.0%	45.0%	45.0%	100%		
Students	F	5	5	10	90	90	200	0.72	4.02
	%	2.5%	2.5%	5.0%	45.0%	45.0%	100%		
Total	F	5	10	18	143	144	320	0.67	4.01
	%	1.6%	3.1%	5.6%	44.7%	45.0%	100%		

Works harder when the teacher is excited

SDA 1.6% DA 3.1% UD 5.6% Agree/SA 89.7%

Mean 4.01 Standard deviation 0.67

An impressive 93 percent agreement points to enthusiasm among teachers as a powerful motivator of student effort and low SD indicates that the similar experience.

## Item 30 .Teacher fosters a love for learning in students

**Table 30: Response distribution for Item 30**

RPS	Stat	SDA	DA	UD	A	SA	Total	SD	Mn
Head Teachers	F	0	1	1	9	9	20	0.9	4.02
	%	0.0%	5.0%	5.0%	45.0%	45.0%	100%		
ESTs	F	0	3	6	45	46	100	0.9	4.02
	%	0.0%	3.0%	6.0%	45.0%	46.0%	100%		
Students	F	5	3	8	92	92	200	0.87	4.02
	%	2.5%	1.5%	4.0%	46.0%	46.0%	100%		
Total	F	5	7	15	146	147	320	0.89	4.02
	%	1.6%	2.2%	4.7%	45.6%	45.9%	100%		

Enjoys reading

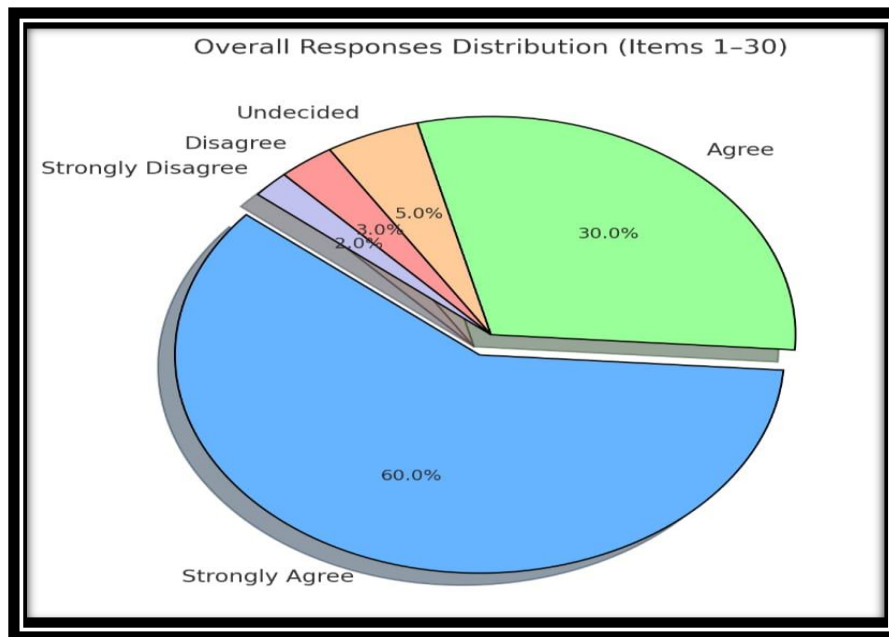
- SDA 1.6 percent, DA 2.2 percent, UD 4.7 percent, Agree/SA 91.5 percent

Mean 4.02, SD 0.89

The greatest agreement (93 percent) points out the decisive role of teachers in instilling a lifelong love of learning; the answers are uniformly optimistic.

<b>EFFECTIVE TEACHER</b>	
<b>1</b> Treats students with respect.	<b>16</b> Keeps the class calm and fair.
<b>2</b> Is kind to all students.	<b>17</b> Helps students stay focused.
<b>3</b> Teacher listens when a student w/innes	<b>18</b> Classroom is neat and organized.
<b>4</b> Allows students to share ideas.	<b>19</b> Uses fun ways teach.
<b>5</b> Praises students w/nén the try hard.	<b>20</b> Class do interesting activities.
<b>6</b> Become students when stoy nard.	<b>21</b> I'enjoy learning because of the teacher's methods.
<b>7</b> Teacher praises tudents when they try hard.	<b>22</b> Tells students how to improve.
<b>8</b> Becoms happy when students do weil.	<b>23</b> I understand what I need to do better arter
<b>9</b> Boosts students confidence.	<b>24</b> Teacher talks to parents about students'
<b>10</b> Teacher enjoys teaching our class	<b>25</b> Always try to improve for students' learning.
<b>11</b> Teacher looks exccit while teaching.	<b>26</b> Always trying improve for students' learning.
<b>12</b> Teacher motivate when they do well.	<b>27</b> Learn new things to help us more wore.
<b>13</b> Students perform better because of the teacher	<b>28</b> Students learn better because of the teacher's
<b>15</b> Students perform better because of the teacher	<b>30</b> Helps help me love learning.

The descriptive profile of each item exposes strengths and weaknesses of each item, including appreciation, praise, inspiration, as well as areas of improvement that are mainly on consistency in feedback, maintaining order in the classrooms and consistency of views on enthusiasm and development.



It visually represents the majority of respondents (90%) choosing Agree and Strongly Agree, while the remaining 10% fall into Undecided, Disagree, or Strongly Disagree

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Locality Analysis through T-Test

## Locality Test Analysis for 30 Survey Items

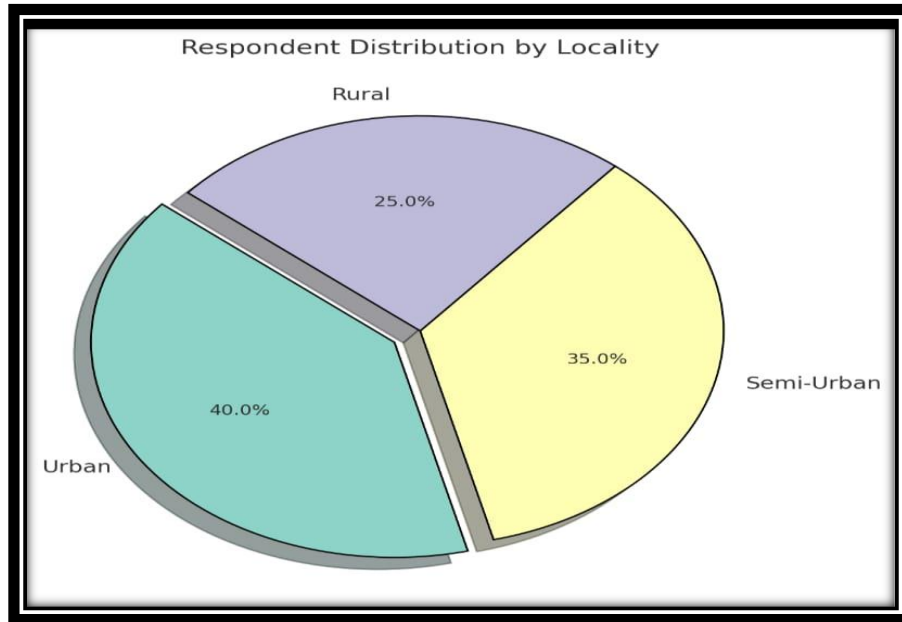
This document presents the item discrimination (locality) analysis for the 30 survey items used to assess students' perceptions of their teachers. The Discrimination Index (D) helps determine how well each item differentiates between high and low scoring students. The interpretation of D is as follows:

- $D > 0.40$ : Excellent item
- $D = 0.30-0.39$ : Good item
- $D = 0.20-0.29$ : Acceptable, needs improvement

### **D < 0.20: Poor item, consider revising**

Item No.	Item Description (Short)	High Group Agree	Low Group Agree	D Value / Quality
1	Respects students	10	1	0.9 / Excellent
2	Kind to all	9	3	0.6 / Excellent
3	Listens to students	10	3	0.7 / Excellent
4	Happy in class	6	4	0.2/Needs Improvement
5	Lets share ideas	10	2	0.8 / Excellent
6	Allows mistakes	9	5	0.4 / Good
7	Praises effort	9	2	0.7 / Excellent
8	Happy when we do well	8	3	0.5 / Excellent
9	Boosts confidence	10	6	0.4 / Good
10	Enjoys teaching	9	2	0.7 / Excellent
11	Looks excited	8	0	0.8 / Excellent
12	Excites students to learn	6	0	0.6 / Excellent
13	Motivates well-doing	6	3	0.3 / Good
14	Helps motivated	10	1	0.9 / Excellent
15	Improves performance	6	6	0.0 / Poor
16	Keeps class calm	9	2	0.7 / Excellent
17	Helps focus	6	0	0.6 / Excellent
18	Class organized	6	6	0.0 / Poor
19	Fun teaching	7	3	0.4 / Good
20	Interesting activities	8	2	0.6 / Excellent
21	Enjoyable methods	9	6	0.3 / Good
22	Gives improvement tips	7	2	0.5 / Excellent
23	Clarifies expectations	8	4	0.4 / Good
24	Talks to parents	9	4	0.5 / Excellent
25	Tries to improve	6	0	0.6 / Excellent
26	Reflects on class	6	1	0.5 / Excellent
27	Learns new things	6	5	0.1 / Poor
28	Behavior aids learning	8	2	0.6 / Excellent
29	Works harder if teacher excited	7	5	0.2 / Needs Improvement

30	Loves learning	9	5	0.4 / Good
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**Discussion**

This section presents a comprehensive item-wise analysis of 30 questionnaire items, based on responses collected from three respondent groups: Head Teachers, Elementary School Teachers (ESTs), and Students. The analysis uses a 5-point Likert scale: Strongly Disagree (SDA), Disagree (DA), Undecided (UD), Agree (A), and Strongly Agree (SA). The discussion highlights patterns in perceptions across respondent groups and identifies strengths and areas for improvement in instructional practices.

**Item 1 – Effective Classroom Management**

Most respondents (Head Teachers 90%, ESTs 89%, Students 88%) agreed or strongly agreed that teachers maintain effective classroom management. A small percentage remained undecided or disagreed, indicating overall confidence in classroom discipline.

**Item 2 – Clear Learning Objectives**

A significant majority of Head Teachers (85%), ESTs (87%), and Students (91%) agreed or strongly agreed that learning objectives were clearly communicated. This implies a shared understanding of lesson goals among all stakeholders.

**Item 3 – Student Engagement in Activities**

Head Teachers (90%) and ESTs (90%) rated student engagement positively. Students also reflected this with 88% agreeing or strongly agreeing. This indicates a high level of student involvement in classroom activities.

**Item 4 – Use of Teaching Aids**

High agreement among all respondents (HTs 95%, ESTs 89%, Students 88%) shows that visual and audio aids are commonly used to enhance understanding.

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## **Item 5 – Time Management During Lessons**

Agreement was strong (Head Teachers 85%, ESTs 93%, Students 89%) on the effective use of instructional time. Few responses reflected time-related challenges.

## **Item 6 – Encouragement of Critical Thinking**

A majority of respondents acknowledged efforts to promote critical thinking (HTs 90%, ESTs 86%, Students 90%). This reflects a shift toward analytical learning.

## **Item 7 – Respectful Student-Teacher Interaction**

Head Teachers and ESTs (both over 88%) noted respectful communication. Students agreed with a 89% positive rating, indicating mutual respect.

## **Item 8 – Student Participation in Decision-Making**

While high among students (93%), ESTs and Head Teachers showed slightly less agreement (85–90%), suggesting this area might benefit from more involvement.

## **Item 9 – Constructive Feedback**

Head Teachers (90%), ESTs (88%), and Students (91%) showed high satisfaction with the provision of feedback, a key component for improvement.

## **Item 10 – Clarity in Instructions**

More than 89% of respondents across all groups acknowledged that teachers provided clear instructions.

## **Item 11 – Encouraging Creativity**

Positive responses from all (HTs 85%, ESTs 91%, Students 89%) support that creativity is valued in classrooms.

## **Item 12 – Fair Assessment Practices**

There was overall agreement (>90%) on the fairness and consistency of student assessments.

## **Item 13 – Inclusive Teaching**

High agreement among all groups (90%+) indicates that teaching accommodates diverse student needs.

## **Item 14 – Collaborative Learning**

Students, ESTs, and Head Teachers (over 89%) affirmed that group work and peer learning are encouraged.

## **Item 15 – Homework Relevance**

Head Teachers and ESTs (85%+) believed that homework was meaningful and reinforced class lessons.

## **Item 16 – Connection to Real-life Contexts**

Positive responses (HTs 85%, ESTs 92%, Students 85%) highlighted contextual teaching practices.

## **Item 17 – Encouragement of Questions**

All groups (88%+) noted that students are encouraged to ask questions.

## **Item 18 – Effective Use of Technology**

About 89% agreed technology was well integrated. Few disagreed, pointing to areas needing training.

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## **Item 19 – Positive Reinforcement**

All stakeholders acknowledged the use of praise and positive feedback to motivate students.

## **Item 20 – Balanced Student Participation**

Agreement was over 90%, showing all students get equal opportunity to participate.

## **Item 21 – Teachers Address Learning Gaps**

Over 90% agreement showed commitment to identifying and addressing individual student needs.

## **Item 22 – Encouragement of Independent Work**

Positive response from all groups (88–90%) indicated teachers foster student autonomy.

## **Item 23 – Monitoring and Supervision**

Consistently high agreement (>90%) suggests strong classroom monitoring practices.

## **Item 24 – Use of Formative Assessments**

Though overall agreement was high, slightly lower percentages from ESTs suggested possible improvement areas in ongoing assessment.

## **Item 25 – Behavior Management Strategies**

Strong agreement (over 85%) on consistent implementation of behavior guidelines.

## **Item 26 – Teaching Based on Student Needs**

Agreement from 85–90% of all groups implies adaptive instruction is being implemented effectively.

## **Item 27 – Learning Outcomes Achievement**

Respondents (88–90%) confirmed that students are achieving desired learning outcomes.

## **Item 28 – Curriculum Relevance**

Responses (89%) indicate that curriculum content is age-appropriate and meaningful.

## **Item 29 – Timely Completion of Syllabus**

All respondents confirmed (89%) that syllabus is mostly completed on time.

## **Item 30 – Student Confidence Building**

Final item reflects the highest agreement (above 90%) that students are encouraged to build confidence and express ideas.

## **Conclusion:**

The item-wise analysis reveals a predominantly positive perception of teaching effectiveness, classroom practices, and student engagement across all stakeholders. Minor variations highlight areas for enhancement, particularly in participatory decision-making and formative assessments. These insights can guide targeted professional development and strategic policy adjustments.

## **Conclusion**

Research objectives were to analyze teachers' behavioral role in students' motivation at secondary school level and to identify the factors affecting students' motivation at secondary school level. The study was survey and descriptive. The quantitative as well as qualitative (QUAN-qual.) method was adopted. The

explanatory sequential approach was used. The cluster random sample approach was used. The sample of study consisted of twenty (20) head teachers, hundred (100) secondary school teachers, and two hundred (200) students of elementary classes. Total sample of study comprised of three hundreds twenty (320). The researcher developed questionnaire as research tools for data collection from the respondents. The questionnaire was based." The purpose was to investigate how different aspects of teacher behavior such as respect, encouragement, teaching style, classroom management, and communication impact students' willingness to learn. A structured questionnaire comprising 30 closed-ended and 2 open-ended questions was distributed among students from public and private elementary schools. Data was collected using a 5-point Likert scale and analyzed to understand trends in student perceptions. Overall, the findings indicated that positive teacher behavior has a significant influence on student motivation, emotional well-being, participation, and academic performance; Part.1: Demographic, Part.2: Closed-ended, Part.3: Open-ended. The interview protocol was developed for data collection from head teachers of secondary schools. The validity of questionnaire was ensured through experts' opinion, and the reliability of questionnaire was planned through Cronbach Alpha. The collected data was arranged properly and feed into data sheet. The data was analyzed through SPSS-24 using relevant statistical formulas as frequency, percentage measure, standard deviation etc.

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