



# TEACHER CLASSROOM BEHAVIOUR AND STUDENT MOTIVATION AMONG PRIMARY SCHOOL STUDENTS: A COMPARATIVE STUDY OF SELECTED GOVERNMENT, AIDED AND UN-AIDED SCHOOLS IN MANGALORE CITY

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## ABSTRACT

Teacher classroom behaviour plays a crucial role in shaping students' motivation, engagement, and academic success, particularly during the primary years of education. The present study examines the influence of teacher classroom behaviour on student motivation among primary school students in Mangalore City. The study focuses on six dimensions of teacher classroom behaviour: taking classes promptly and regularly, making learning interesting, emphasizing the importance of learning, treating slow learners with dignity, encouraging students to ask questions and clarify doubts, and promoting healthy competition in the classroom. A descriptive and analytical research design was adopted, and primary data were collected from **1,070 students** studying in Government, Aided, and Unaided primary schools using a structured questionnaire. Secondary data were obtained from books, research journals, educational reports, and published studies. The collected data were analysed using percentage, mean, standard deviation, percentage mean, multiple regression analysis, and one-way Analysis of Variance (ANOVA). The findings reveal that all six dimensions of teacher classroom behaviour have a significant positive influence on student motivation. Among the three categories of schools, students studying in Aided schools exhibited the highest level of motivation, followed by Government school students, while students from Unaided schools reported comparatively lower motivation levels. The study concludes that positive classroom behaviour demonstrated by teachers substantially enhances student motivation and recommends strengthening teacher training programmes, particularly in Unaided schools, through continuous professional development in classroom management, communication, and learner-centred instructional practices. The findings provide valuable insights for teachers, school administrators, policymakers, and teacher education institutions seeking to improve the quality of primary education.

**KEYWORDS:** Teacher classroom behaviour, Student motivation, Primary education, Teacher-student relationship, Classroom management.

## INTRODUCTION

The quality of education depends not only on curriculum design and educational infrastructure but also on the behaviour and instructional practices of teachers within the classroom. Among the various factors influencing students' learning experiences, teacher classroom behaviour occupies a central position because it directly shapes students' academic engagement, attitudes towards learning, and overall motivation. Teachers serve not merely as transmitters of knowledge but as facilitators, mentors, and role models who create an environment that encourages intellectual curiosity, confidence, and lifelong learning. Consequently, positive classroom behaviour demonstrated by teachers is considered one of the strongest predictors of students' academic motivation and achievement.

Student motivation is widely recognised as a critical determinant of successful learning. Motivation refers to the internal drive and external encouragement that stimulate students to participate actively in classroom activities, persist in learning tasks, overcome academic challenges, and strive for higher levels of achievement. Motivated students are more attentive, demonstrate greater persistence, participate actively in discussions, and develop positive attitudes towards education. In contrast, low motivation often results in reduced classroom participation, poor academic performance, absenteeism, and an increased likelihood of dropping out. Since primary education lays the foundation for future academic and personal development, maintaining high levels of student motivation during these formative years is particularly important.

Teachers influence student motivation through their daily classroom interactions, teaching strategies, communication patterns, and emotional support. Classroom behaviour encompasses the manner in which teachers organise learning, interact with students, manage classroom activities, and respond to students' academic and emotional needs. Positive teacher behaviours create a supportive learning environment where students feel valued, respected, and encouraged to participate. Educational psychologists such as Deci and Ryan (1985), Bandura (1986), and Pianta (1999) have emphasised that students' motivation develops significantly when teachers provide autonomy support, constructive feedback, emotional security, and opportunities for meaningful participation in classroom activities.



One of the important dimensions of teacher classroom behaviour is **taking classes promptly and regularly**. Teacher punctuality and regularity demonstrate professional commitment and establish discipline within the classroom. Consistent classroom instruction ensures continuity in learning, reduces learning gaps, and develops students' confidence in the teaching-learning process. Regular classroom engagement also enables teachers to monitor students' progress continuously and provide timely academic support.

Another significant behavioural characteristic is the teacher's ability to **make learning interesting and engaging**. Students are naturally motivated when classroom instruction is interactive, relevant, and enjoyable. The use of storytelling, activity-based learning, demonstrations, discussions, real-life examples, and technology-enhanced instruction can increase students' curiosity and sustain their attention. Interesting classroom experiences promote intrinsic motivation by encouraging students to learn because they find the learning process enjoyable rather than merely for external rewards.

Teachers also contribute to student motivation by **emphasising the importance and value of learning**. When teachers explain how classroom concepts relate to students' daily lives, future careers, and personal growth, students are more likely to perceive learning as meaningful. Understanding the relevance of education increases students' willingness to invest effort and persist in challenging academic tasks. Teachers who consistently communicate the value of education help develop positive learning attitudes and long-term academic aspirations.

Equally important is the teacher's sensitivity towards **slow learners and academically weaker students**. A classroom environment in which students are not humiliated or criticised for their learning difficulties fosters psychological safety and emotional well-being. Humiliation, ridicule, or negative comparisons often reduce students' self-esteem, increase anxiety, and diminish learning motivation. Conversely, patient guidance, empathy, constructive feedback, and differentiated instructional support encourage slow learners to participate confidently and improve their academic performance. Inclusive classroom behaviour strengthens students' sense of belonging and promotes equitable learning opportunities.

Teacher behaviour also plays a vital role in promoting **questioning and clarification of doubts**. Classrooms that encourage students to ask questions stimulate critical thinking, curiosity, and active participation. When teachers welcome questions without judgement and respond respectfully to students' doubts, learners become more confident in expressing their ideas and engaging in classroom discussions. Such an atmosphere supports inquiry-based learning and helps students develop problem-solving skills alongside academic motivation.

Another behavioural dimension influencing motivation is the teacher's ability to **encourage healthy competition among students**. Healthy competition motivates learners to improve their performance while promoting teamwork, perseverance, and goal orientation. Teachers who recognise effort, celebrate improvement, and encourage collaborative competition create an environment where students strive for excellence without experiencing excessive stress or unhealthy rivalry. Appropriate reinforcement and recognition further enhance students' confidence and commitment to learning.

Collectively, these dimensions of teacher classroom behaviour contribute to creating a positive classroom climate that nurtures students' intrinsic and extrinsic motivation. Positive interactions between teachers and students strengthen trust, improve communication, and enhance students' willingness to participate actively in classroom learning. Such behaviour not only improves academic outcomes but also contributes to students' emotional development, self-confidence, and social competence.

In the context of primary education, where children are developing foundational cognitive, emotional, and social skills, teacher classroom behaviour assumes even greater significance. Primary school teachers have frequent and prolonged interactions with young learners, enabling them to influence students' attitudes towards education during their formative years. Understanding how specific dimensions of teacher classroom behaviour affect student motivation can therefore provide valuable insights for improving classroom practices, teacher training programmes, and educational policy.

Against this background, the present study examines the relationship between selected dimensions of teacher classroom behaviour—namely teacher punctuality and regularity, making learning interesting, emphasising the importance of learning, treating slow learners with dignity, encouraging students to ask questions and clarify doubts, and promoting healthy competition—and the motivation of primary school students. The findings are expected to contribute to the growing body of educational research by identifying teacher behaviours that effectively foster motivated, confident, and engaged learners in primary school classrooms.

**Need for the study:** Teacher plays an important role in a child's development. Teachers spend most of the time in the classroom helping students to learn. A child remains fully engaged by the teacher in the classroom. Therefore, there is a need to study teacher's classroom behaviour and its impact on student motivation.

### Objectives of the study

1. To analyse impact of teacher's classroom behaviour on student motivation.
2. To study the difference in student motivation due to teachers' classroom behaviour among the students studying in Government, Aided and Unaided Primary school.

### Hypothesis

H1: Teachers' classroom behaviour has a favourable impact on student motivation in primary schools.



H2: There is no difference in student motivation due to Teacher classroom behaviour among students in Government, Aided and Unaided Primary schools.

#### Limitations of the study:

- The study was limited to selected Government, Aided, and Un-Aided primary schools in Mangalore City, limiting the generalisability of the findings.
- The study focused only on six dimensions of teacher classroom behaviour; other pedagogical and institutional factors were not examined.
- The study employed a cross-sectional design, preventing an examination of changes in teacher behaviour and student motivation over time.
- Other factors influencing student motivation, such as parental involvement, socio-economic status, peer influence, and school environment, were beyond the scope of the study.

#### LITERATURE REVIEW

Teacher classroom behaviour has long been recognized as one of the most influential determinants of students' motivation, engagement, and academic achievement. Classroom behaviour includes teachers' instructional practices, interpersonal relationships, classroom management, emotional support, encouragement, fairness, enthusiasm, and communication styles. Numerous theoretical and empirical studies have established that positive teacher behaviour fosters intrinsic motivation, whereas negative teacher behaviour often leads to disengagement, anxiety, and poor academic performance.

One of the earliest theoretical foundations was provided by **Deci and Ryan (1985, 2000)** through the **Self-Determination Theory (SDT)**. The theory explains that students become intrinsically motivated when teachers satisfy three basic psychological needs—autonomy, competence, and relatedness. Teachers who provide meaningful choices, acknowledge students' opinions, encourage participation, and build supportive relationships enhance students' intrinsic motivation and long-term engagement.

Similarly, **Wentzel (1997)** demonstrated that caring teacher behaviour significantly influences students' academic motivation and classroom participation. The study found that students who perceive their teachers as caring, respectful, and supportive are more likely to develop positive attitudes towards learning and demonstrate higher academic persistence.

Research by **Patrick, Turner, Meyer, and Midgley (2003)** further established that classroom environments characterized by mutual respect, teacher encouragement, and emotional support create mastery-oriented classrooms where students are willing to participate actively, ask questions, and engage in collaborative learning without fear of failure.

A comprehensive review by **Pianta, Hamre, and Allen (2012)** highlighted that positive teacher-student relationships contribute significantly to students' emotional security, behavioural engagement, and academic motivation across all educational levels. The authors emphasized that emotionally supportive classrooms promote greater student confidence, self-regulation, and willingness to participate in learning activities.

**Skinner and Belmont (1993)** examined reciprocal relationships between teacher behaviour and student engagement. Their findings revealed that teachers who provide structure, involvement, and autonomy support foster higher levels of student engagement, while disengaged students may, in turn, reduce teacher enthusiasm, indicating a bidirectional relationship between teacher behaviour and student motivation.

The role of teacher enthusiasm has also received considerable attention. **Keller, Neumann, and Fischer (2013)** found that enthusiastic teachers positively influence students' intrinsic motivation, interest in learning, and academic achievement. Teacher enthusiasm creates an energetic classroom atmosphere that encourages curiosity and sustained attention.

The uploaded literature includes an important contribution by **Padwad and Dixit (2016)**, who examined the relationship between teacher classroom behaviour and teacher motivation. Their study argued that teacher motivation has a substantial influence on learner motivation. Motivated teachers were found to be more accessible, encouraging, supportive, and emotionally connected with students. The authors also emphasized that even small improvements in teachers' classroom practices could significantly improve classroom climate and student motivation. Additionally, they highlighted the relatively unexplored reciprocal influence of student motivation on teacher motivation, suggesting an important direction for future research.

Another significant contribution is the work of **Opdenakker (2023)**, who critically reviewed theories and empirical evidence on teacher behaviour and student motivational outcomes. The study examined dimensions such as instructional quality, classroom management, teaching skills, teaching styles, and contextual influences. The review concluded that teacher behaviour significantly predicts students' motivation across different educational contexts and demographic groups. It further emphasized that effective teaching behaviour consists of both instructional competence and positive interpersonal relationships.

Recent empirical research has continued to support these findings. **Hong and Anh (2023)** investigated classroom management, motivation, and academic performance among Business English students using Self-Determination Theory. Their mixed-method study found that teacher behavioural control and teacher care positively influence students' motivation to learn, which subsequently improves academic performance. Motivation partially mediated the relationship between classroom management and academic achievement, highlighting the central role of teacher behaviour in learning outcomes.



The uploaded document also includes the study by **Seikh (2025)**, which concluded that supportive, empathetic, and structured teacher behaviour enhances intrinsic motivation, self-efficacy, learning engagement, and academic success. Conversely, inconsistent or negative teacher behaviour discourages learning and reduces students' willingness to participate actively in classroom activities. The author recommended evidence-based motivational teaching strategies and continuous professional development for teachers.

Similarly, **Guinontao and Fernal (2025)** examined classroom management styles and learner motivation. Their findings showed that teachers predominantly adopting a mentoring classroom management style created supportive learning environments that promoted students' intrinsic motivation. Although mentoring positively influenced motivation, the study noted that multiple classroom management strategies should be combined to address diverse learner needs effectively.

Another influential perspective is offered by **Hattie (2009)** in his synthesis of over 800 meta-analyses on educational achievement. Hattie identified teacher-related variables—including teacher clarity, feedback, classroom discussion, and teacher-student relationships—as among the strongest influences on student achievement and motivation. His work demonstrated that effective teachers not only deliver content but also inspire confidence, provide constructive feedback, and create positive learning environments.

Likewise, **Marzano, Marzano, and Pickering (2003)** emphasized that effective classroom management substantially improves student behaviour, engagement, and academic performance. Their research suggested that clearly communicated expectations, consistency, fairness, and positive reinforcement contribute significantly to maintaining motivated classrooms.

Research conducted by **Cornelius-White (2007)** through a meta-analysis of learner-centred teacher-student relationships concluded that empathy, warmth, encouragement, and respect positively influence students' motivation, participation, critical thinking, and academic achievement. The study reinforced the importance of interpersonal aspects of teaching alongside instructional competence.

**Klusmann et al. (2008)** investigated teacher enthusiasm and occupational commitment, reporting that enthusiastic teachers create more motivating classroom environments and positively influence students' interest and engagement. Their findings also indicated that teacher motivation directly affects instructional quality and classroom behaviour.

Collectively, the existing literature consistently demonstrates that teacher classroom behaviour is a multidimensional construct encompassing instructional effectiveness, emotional support, classroom management, communication, enthusiasm, fairness, and interpersonal relationships. These behaviours significantly influence students' intrinsic and extrinsic motivation, engagement, academic persistence, and achievement. However, despite extensive international research, studies examining the combined effects of specific classroom behaviours—such as punctuality, making learning interesting, emphasizing the importance of learning, avoiding humiliation of slow learners, encouraging questioning, and promoting healthy competition—remain limited, particularly in the Indian primary school context. This gap provides a strong justification for the present study.

## RESEARCH METHODOLOGY

The present study adopts a descriptive and analytical research design to examine the influence of teacher classroom behaviour on student motivation among primary school students. The study seeks to assess students' perceptions of teacher classroom behaviour and analyse its impact on their motivation to learn.

The study is conducted in selected Government, Aided, and Unaided primary schools in Mangalore City, Karnataka. A stratified random sampling technique is adopted and 1070 students from Government, Aided, and Unaided primary schools are selected.

The study is based on both primary and secondary data.

- Primary Data: Collected directly from students using a structured questionnaire.
- Secondary Data: Collected from books, research journals, government reports, educational websites, dissertations, and published articles relating to teacher classroom behaviour and student motivation.
- A **structured questionnaire** is used to collect primary data. The questionnaire measures student motivation with reference to the following dimensions of teacher classroom behaviour:
  1. Teacher takes classes promptly and regularly.
  2. Teacher makes learning interesting.
  3. Teacher emphasizes the importance of learning.
  4. Teacher does not humiliate slow learners.
  5. Teacher encourages students to ask questions and clarify doubts.
  6. Teacher encourages healthy competition among students.

Variables of the Study consists of independent and dependent variable. Independent Variables (Teacher Classroom Behaviour) consists of Teacher taking class promptly and regularly, Teacher making learning interesting, Teacher emphasizing the importance of learning, Teacher not humiliating slow learners, Teacher encouraging students to ask questions and doubts, Teacher encouraging healthy competition. Dependent Variable being Student Motivation. Frequency, percentage, Mean and Standard Deviation is used to assess respondents perception of teachers and Level of student's motivation under each classroom behaviour dimension. One-way analysis of Variance (ANOVA) is used to compare student motivation among Government, Aided and Unaided



primary schools. Multiple regression analysis is used to determine the influence of teacher classroom behaviour on student motivation.

### DATA ANALYSIS AND INTERPRETATION

In the present education system teachers and students come in contact with each other in a classroom where teaching and learning takes place. How the teacher relates to the learners with the learning material, how he conducts himself in this effort, how he directs the learners himself in this effort, and how he directs the learners and motivates them to be attentive, to be participative and to be actively learning in the classroom activities, and how he sustains the interest and willingness to learn of the learner is the most significant role of the teacher. The data was collected from student respondents to analyse the effect of components of teacher class room behaviour, namely, teacher takes class promptly and regularly, makes learning interesting, indicates on the importance to learn, does not humiliate slow learners, encourages asking questions and doubts in the class, and encourages healthy competition in the class, on student motivation, which is presented below.

**Table No.1.1**  
**Student motivation due to teacher taking class promptly and regularly**

|                | Takes class promptly and regularly |           |            |              |                |      |      |                 |               |               |
|----------------|------------------------------------|-----------|------------|--------------|----------------|------|------|-----------------|---------------|---------------|
|                | Strongly disagree                  | Disagree  | Uncertain  | Agree        | Strongly agree | Mean | S.D. | Percentage mean | ANOVA F value | p value       |
| Govt. taluk    | 4<br>2.2%                          | 0<br>.0%  | 5<br>2.8%  | 30<br>16.7%  | 141<br>78.3%   | 4.69 | .735 | 93.78           | 11.969        | p<0.001<br>HS |
| Govt. city     | 1<br>.7%                           | 0<br>.0%  | 0<br>.0%   | 48<br>32.0%  | 101<br>67.3%   | 4.65 | .555 | 93.07           |               |               |
| Aided taluk    | 0<br>.0%                           | 0<br>.0%  | 0<br>.0%   | 7<br>9.3%    | 68<br>90.7%    | 4.91 | .293 | 98.13           |               |               |
| Aided city     | 0<br>.0%                           | 0<br>.0%  | 1<br>5.0%  | 7<br>3.4%    | 197<br>96.1%   | 4.96 | .228 | 99.12           |               |               |
| Un-aided taluk | 5<br>2.5%                          | 1<br>.5%  | 1<br>.5%   | 70<br>35.0%  | 123<br>61.5%   | 4.53 | .770 | 90.50           |               |               |
| Un-aided city  | 2<br>.8%                           | 6<br>2.3% | 5<br>1.9%  | 43<br>16.5%  | 204<br>78.5%   | 4.70 | .695 | 93.92           |               |               |
| <b>Total</b>   | 12<br>1.1%                         | 7<br>.7%  | 12<br>1.1% | 205<br>19.2% | 834<br>77.9%   | 4.72 | .631 | 94.43           |               |               |

Source: Survey Data

As seen in the table 1.1, students are highly motivated when the teacher takes class promptly and regularly by teacher, motivates them (mean  $\pm$  standard deviation  $4.72 \pm 0.631$  with percentage mean 94.43). The ANOVA test results shows highly significant difference in student motivation between the students of different types of schools in relation to the above factor ( $F=11.969$ ,  $p<0.001$ ). The students of Aided city schools (percentage mean 99.12) and Aided taluk schools (percentage mean 98.13) show a higher level of motivation in relation to the teacher taking class promptly and regularly when compared to students in other schools. Comparatively, lower level of motivation was observed among the students of Un-aided taluk schools (percentage mean 90.50) relating to the taking of class promptly and regularly by teacher. An observation of the data indicates that students in Government taluk school (percentage mean 93.78), Aided taluk school (percentage mean 98.13), and Aided city school (percentage mean 99.12) are more motivated than Un-aided taluk school (percentage mean 90.50) and Un-aided city school (percentage mean 93.92).

**Table No.1.2**  
**Student motivation due to teacher making learning interesting**

| Type of schools | Teacher makes learning very interesting by teaching well |          |           |              |                |       |      |                 |               |            |
|-----------------|----------------------------------------------------------|----------|-----------|--------------|----------------|-------|------|-----------------|---------------|------------|
|                 | Strongly disagree                                        | Disagree | Uncertain | Agree        | Strongly agree | Mean  | S.D. | Percentage mean | ANOVA F value | p value    |
| Govt. taluk     | 0<br>.0%                                                 | 0<br>.0% | 0<br>.0%  | 27<br>15.0%  | 153<br>85.0%   | 4.85  | .358 | 97.00           | 13.225        | p<0.001 HS |
| Govt. city      | 0<br>.0%                                                 | 0<br>.0% | 0<br>.0%  | 19<br>12.7%  | 131<br>87.3%   | 4.87  | .334 | 97.47           |               |            |
| Aided taluk     | 1<br>1.3%                                                | 0<br>.0% | 0<br>.0%  | 6<br>8.0%    | 68<br>90.7%    | 4.387 | .528 | 97.33           |               |            |
| Aided city      | 1<br>5.0%                                                | 0<br>.0% | 0<br>.0%  | 26<br>12.7%  | 178<br>86.8%   | 4.85  | .429 | 97.07           |               |            |
| Un-aided taluk  | 2<br>1.0%                                                | 1<br>.5% | 2<br>1.0% | 62<br>31.0%  | 133<br>66.5%   | 4.62  | .639 | 92.30           |               |            |
| Un-aided city   | 9<br>3.5%                                                | 0<br>.0% | 4<br>1.5% | 76<br>29.2%  | 171<br>65.8%   | 4.54  | .835 | 90.77           |               |            |
| <b>Total</b>    | 13<br>1.2%                                               | 1<br>.1% | 6<br>.6%  | 216<br>20.2% | 834<br>77.9%   | 4.74  | .598 | 94.71           |               |            |

Source: Survey Data

As seen in the table 1.2, the students are highly motivated when teacher makes learning interesting by teaching well (mean  $\pm$  SD 4.74  $\pm$  0.598 with percentage mean 94.71). The ANOVA test results shows highly significant difference in student motivation between the students of different schools in relation to the above factor (F = 13.225, p < 0.001). The students of Government taluk schools (percentage mean 97), Government city schools (percentage mean 97.47), Aided taluk schools (percentage mean 97.33), and Aided city schools (percentage mean 97.07) show a higher level of motivation relating to teachers making class interesting by teaching well. Comparatively, lower motivation was observed among the Un-aided city schools (percentage mean 90.77) and Un-aided taluk schools (percentage mean 92.3) relating to the above factors.

**Table No. 1.3**  
**Student motivation due to teacher emphasising on the importance to learning.**

| Type of schools | Student motivation due teacher emphasising on importance to learning |            |             |              |                |      |       |                 |               |            |
|-----------------|----------------------------------------------------------------------|------------|-------------|--------------|----------------|------|-------|-----------------|---------------|------------|
|                 | Strongly disagree                                                    | Disagree   | Uncertain   | Agree        | Strongly agree | Mean | S.D.  | Percentage mean | ANOVA F value | p value    |
|                 | 3<br>1.7%                                                            | 2<br>1.1%  | 1<br>.6%    | 95<br>52.8%  | 79<br>43.9%    | 4.85 | .373  | 97.00           | 11.190        | p<0.001 HS |
| Govt. city      | 8<br>5.3%                                                            | 10<br>6.7% | 10<br>6.7%  | 40<br>26.7%  | 82<br>54.7%    | 4.91 | .407  | 98.13           |               |            |
| Aided taluk     | 2<br>2.7%                                                            | 2<br>2.7%  | 0<br>.0%    | 50<br>66.7%  | 21<br>28.0%    | 4.75 | .617  | 94.93           |               |            |
| Aided city      | 1<br>5.0%                                                            | 2<br>1.0%  | 0<br>.0%    | 115<br>56.1% | 87<br>42.4%    | 4.75 | .763  | 94.93           |               |            |
| Un-aided taluk  | 34<br>17.0%                                                          | 9<br>4.5%  | 10<br>5.0%  | 96<br>48.0%  | 51<br>25.5%    | 4.53 | .795  | 90.60           |               |            |
| Un-aided city   | 28<br>10.8%                                                          | 16<br>6.2% | 36<br>13.8% | 132<br>50.8% | 48<br>18.5%    | 4.45 | 1.048 | 89.08           |               |            |
| <b>Total</b>    | 76<br>7.1%                                                           | 41<br>3.8% | 57<br>5.3%  | 528<br>49.3% | 368<br>34.4%   | 4.67 | .773  | 93.50           |               |            |

Source: Survey Data

As seen in the table 1.3, the students are highly motivated when the teachers indicate on the importance to learn (mean  $\pm$  standard deviation 4.67  $\pm$  0.773 with percentage mean 93.50). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the above factor (F=11.190, p<0.001). The students of Government city schools (percentage mean 98.13) show a higher level of motivation in relation to teacher indicating on the importance to learn when compared to other schools. Comparatively, lower level of motivation was observed among the students of Un-aided city schools (percentage mean 89.08). It is also observed that students studying in Un-aided taluk schools (percentage



mean 90.60) and Un-aided city schools (percentage mean 89.08) shows lower motivation when compared to students in Government taluk schools (percentage mean 97), Government city schools (percentage mean 98.13), Aided taluk schools (percentage mean 94.93), and Aided city school (percentage mean 94.93).

**Table No.1.4**  
**Student motivation due to teacher does not humiliate slow learners**

| Type of schools | Teacher does not humiliate slow learners |            |             |              |                |      |       |                 |               |               |
|-----------------|------------------------------------------|------------|-------------|--------------|----------------|------|-------|-----------------|---------------|---------------|
|                 | Strongly disagree                        | Disagree   | Uncertain   | Agree        | Strongly agree | Mean | S.D.  | Percentage mean | ANOVA F value | p value       |
| Govt. taluk     | 3<br>1.7%                                | 2<br>1.1%  | 1<br>.6%    | 95<br>52.8%  | 79<br>43.9%    | 4.36 | .715  | 87.22           | 25.105        | p<0.001<br>HS |
| Govt. city      | 8<br>5.3%                                | 10<br>6.7% | 10<br>6.7%  | 40<br>26.7%  | 82<br>54.7%    | 4.19 | 1.155 | 83.73           |               |               |
| Aided taluk     | 2<br>2.7%                                | 2<br>2.7%  | 0<br>.0%    | 50<br>66.7%  | 21<br>28.0%    | 4.15 | .783  | 82.93           |               |               |
| Aided city      | 1<br>5.0%                                | 2<br>1.0%  | 0<br>.0%    | 115<br>56.1% | 87<br>42.4%    | 4.39 | .597  | 87.80           |               |               |
| Un-aided taluk  | 34<br>17.0%                              | 9<br>4.5%  | 10<br>5.0%  | 96<br>48.0%  | 51<br>25.5%    | 3.61 | 1.367 | 72.10           |               |               |
| Un-aided city   | 28<br>10.8%                              | 16<br>6.2% | 36<br>13.8% | 132<br>50.8% | 48<br>18.5%    | 3.60 | 1.176 | 72.00           |               |               |
| <b>Total</b>    | 76<br>7.1%                               | 41<br>3.8% | 57<br>5.3%  | 528<br>49.3% | 368<br>34.4%   | 4.00 | 1.091 | 80.02           |               |               |

Source: Survey Data

As seen in the table 1.4, the students are highly motivated when the teacher does not humiliate slow learners (mean  $\pm$  standard deviation  $4.00 \pm 1.091$  with percentage mean 80.02). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the above factor ( $F = 25.105$ ,  $p < 0.001$ ). The students of Aided city schools (percentage mean 87.80) show a higher level of motivation in relation to the above factor. Comparatively, lower level of motivation was observed among the students of Un-aided city schools (percentage mean 72). It is also observed from the above data that students of Un-aided taluk schools (percentage mean 72.1) and Un-aided city schools (percentage mean 72) shows lower motivation when compared to students of Government taluk schools (percentage mean 87.22), Government city schools (percentage mean 83.73), Aided taluk schools (percentage mean 82.93), and Aided city schools (percentage mean 87.8).

**Table No.1.5**  
**Student motivation due to encouragement of teacher towards asking questions and doubts**

| Type of schools | Teacher encourages asking questions and doubts in the class |           |            |              |                |      |      |                 |               |               |
|-----------------|-------------------------------------------------------------|-----------|------------|--------------|----------------|------|------|-----------------|---------------|---------------|
|                 | Strongly disagree                                           | Disagree  | Uncertain  | Agree        | Strongly agree | Mean | S.D. | Percentage mean | ANOVA F value | p value       |
| Govt. taluk     | 0<br>.0%                                                    | 0<br>.0%  | 0<br>.0%   | 25<br>13.9%  | 155<br>86.1%   | 4.86 | .347 | 97.22           | 10.850        | p<0.001<br>HS |
| Govt. city      | 0<br>.0%                                                    | 0<br>.0%  | 0<br>.0%   | 16<br>10.7%  | 134<br>89.3%   | 4.89 | .310 | 97.87           |               |               |
| Aided taluk     | 0<br>.0%                                                    | 0<br>.0%  | 1<br>1.3%  | 7<br>9.3%    | 67<br>89.3%    | 4.88 | .366 | 97.60           |               |               |
| Aided city      | 4<br>2.0%                                                   | 0<br>.0%  | 0<br>.0%   | 16<br>7.8%   | 185<br>90.2%   | 4.84 | .606 | 96.88           |               |               |
| Un-aided taluk  | 2<br>1.0%                                                   | 1<br>.5%  | 8<br>4.0%  | 54<br>27.0%  | 135<br>67.5%   | 4.60 | .688 | 91.90           |               |               |
| Un-aided city   | 8<br>3.1%                                                   | 3<br>1.2% | 6<br>2.3%  | 56<br>21.5%  | 187<br>71.9%   | 4.58 | .855 | 91.62           |               |               |
| <b>Total</b>    | 14<br>1.3%                                                  | 4<br>.4%  | 15<br>1.4% | 174<br>16.3% | 863<br>80.7%   | 4.75 | .630 | 94.92           |               |               |

Source: Survey Data

As seen in the table 1.5, students are highly motivated when the teacher encourages asking questions and doubts in the class (mean  $\pm$  standard deviation  $4.75 \pm 0.63$  and percentage mean 94.92). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the above factor ( $F=10.850$ ,  $p < 0.001$ ). The students of Government city schools (percentage mean 97.87) show a higher level of motivation relating to the above factor. Comparatively, lower level of motivation was observed among the students of Un-aided city schools (percentage mean 91.62). It is also observed



from the above data that students of Un-aided taluk schools (percentage mean 91.9) and Un-aided city schools (percentage mean 91.62) shows lower motivation relating to the above factor when compared to the students of Government taluk schools (percentage mean 97.22), Government city schools (percentage mean 97.87), Aided taluk school (percentage mean 97.6), and Aided city schools (percentage mean 96.88).

**Table No. 1.6**  
**Student motivation due to teacher's encouragement towards healthy competition.**

| Type of schools | Teacher encourages healthy competition in the class |            |            |              |                |      |       |                 |               |            |
|-----------------|-----------------------------------------------------|------------|------------|--------------|----------------|------|-------|-----------------|---------------|------------|
|                 | Strongly disagree                                   | Disagree   | Uncertain  | Agree        | Strongly agree | Mean | S.D.  | Percentage mean | ANOVA F value | p value    |
| Govt. taluk     | 1<br>.6%                                            | 0<br>.0%   | 0<br>.0%   | 24<br>13.3%  | 155<br>86.1%   | 4.84 | .446  | 96.89           | 18.089        | p<0.001 HS |
| Govt. city      | 4<br>2.7%                                           | 1<br>.7%   | 1<br>.7%   | 11<br>7.3%   | 133<br>88.7%   | 4.79 | .738  | 95.73           |               |            |
| Aided taluk     | 1<br>1.3%                                           | 0<br>.0%   | 2<br>2.7%  | 3<br>4.0%    | 69<br>92.0%    | 4.85 | .586  | 97.07           |               |            |
| Aided city      | 2<br>1.0%                                           | 1<br>.5%   | 0<br>.0%   | 16<br>7.8%   | 186<br>90.7%   | 4.87 | .512  | 97.37           |               |            |
| Un-aided taluk  | 5<br>2.5%                                           | 3<br>1.5%  | 8<br>4.0%  | 52<br>26.0%  | 132<br>66.0%   | 4.52 | .851  | 90.30           |               |            |
| Un-aided city   | 14<br>5.4%                                          | 9<br>3.5%  | 16<br>6.2% | 63<br>24.2%  | 158<br>60.8%   | 4.32 | 1.094 | 86.31           |               |            |
| <b>Total</b>    | 27<br>2.5%                                          | 14<br>1.3% | 27<br>2.5% | 169<br>15.8% | 833<br>77.9%   | 4.65 | .812  | 93.03           |               |            |

Source: Survey Data

As seen in the table 1.6, the students are highly motivated when the teacher encourages healthy competition in the class (mean  $\pm$  standard deviation  $4.65 \pm 0.812$  and percentage mean 93.03). The ANOVA test results shows highly significant difference in student motivation between the students of various schools in relation to the above factor ( $F=18.089$ ,  $p<0.001$ ). The students of Aided city schools (percentage mean 97.37) show a higher level of motivation relating to the above factor. Comparatively, lower motivation was observed among the students of Un-aided city schools (percentage mean 86.31). It was also observed from the above data that students of Aided taluk schools (percentage mean 97.07), and Aided city schools (97.37) show a higher level of motivation when compared to the students in Government taluk schools (percentage 96.89) and Government city schools (percentage 95.73). On the whole students of Un-aided taluk schools (percentage mean 90.30) and Un-aided city schools (percentage mean 86.31) show lower motivation when compared to the students in Government schools (percentage mean 96.89 and 95.73), and Aided schools (percentage mean 97.07 and 97.37).

Analysis of above data (Table 1.1 to 1.6) shows students are highly motivated with teacher classroom behaviour so H1 is accepted.

Analysis also shows that student motivation due to teacher classroom behaviour differ among students from Government, Aided and Un aided primary school. So H2 is refuted.

**Table no.1.7**  
**Regression analysis to evaluate significant component of teacher class room behaviour on student motivation Coefficients<sup>a</sup>**

| Model |                                                             | Unstandardised Coefficients |            | Standardised Coefficients | t      | p       |
|-------|-------------------------------------------------------------|-----------------------------|------------|---------------------------|--------|---------|
|       |                                                             | B                           | Std. Error | Beta                      |        |         |
| 5     | (Constant)                                                  | .402                        | .030       |                           | 13.573 | p<0.001 |
|       | Teacher does not humiliate slow learners                    | .179                        | .003       | .428                      | 67.210 | p<0.001 |
|       | Teacher indicates on the importance to learn                | .190                        | .004       | .321                      | 47.045 | p<0.001 |
|       | Teacher encourages healthy competition in the class         | .187                        | .004       | .333                      | 50.074 | p<0.001 |
|       | Takes class promptly and regularly                          | .174                        | .004       | .240                      | 38.623 | p<0.001 |
|       | Teacher encourages asking questions and doubts in the class | .188                        | .005       | .259                      | 37.197 | p<0.001 |

a: Dependent variable: Motivation due to teachers classroom behaviour



| Model | R    | R Square | ANOVA F  | p       |
|-------|------|----------|----------|---------|
| 5     | .980 | .961     | 5291.185 | p<0.001 |

Backward Regression analysis was performed to evaluate the component of teacher class room behaviour on student motivation (as seen in table 1.7). All the components have significant impact on student motivation with R square 96.1 percent. Among the components, when teacher does not humiliate slow learners ( $\beta=.428$ ) has a greater impact on student motivation followed by the factors teachers encourages healthy competition ( $\beta=.333$ ), teacher indicates on importance to learn ( $\beta=.321$ ), teacher encourages asking questions and doubts in the class ( $\beta=.259$ ), and teacher takes class promptly and regularly ( $\beta=.240$ ).

**Findings:** The students are highly motivated in relation to the components of teacher classroom behaviour, namely, taking class promptly and regularly, teachers make learning interesting, teacher stress on the importance of learning, teachers does not discourage slow learners, teacher encourages asking questions and doubts, and teacher encourages healthy competition in the classroom has a significant impact on the motivation of students. The students of Aided schools are highly motivated in relation to teacher classroom behaviour followed by the students of Government schools and Un-aided primary schools.

### Recommendation

1. Students of Aided and Government School are taught by qualified and trained teachers who have undergone behavioural training from time to time.
2. There is need to train teachers working in Un-Aided primary school in classroom behaviour.
3. There is need to recruit qualified and trained teachers in Un- Aided schools to enhance student motivation due to teachers classroom behaviour.

### CONCLUSION

The findings of the study clearly demonstrate that teacher classroom behaviour is a significant determinant of student motivation in primary education. Students reported high levels of motivation when teachers conducted classes regularly and punctually, made learning interesting, emphasized the importance of education, treated slow learners with dignity, encouraged questioning and clarification of doubts, and promoted healthy competition within the classroom. These classroom behaviours contribute to creating a positive learning environment that enhances students' confidence, participation, curiosity, and commitment to learning.

The comparative analysis further revealed that students studying in **Aided primary schools** exhibited the highest level of motivation, followed by students from **Government schools**, while students in **Unaided primary schools** reported comparatively lower levels of motivation. These differences indicate that teacher qualifications, professional training, classroom management skills, and institutional support may influence the effectiveness of teacher classroom behaviour and, consequently, student motivation.

The study reinforces the view that teachers are not merely transmitters of knowledge but facilitators, mentors, and role models who significantly shape students' academic attitudes and learning experiences. Investment in continuous teacher professional development, particularly in learner-centred teaching methods, classroom communication, inclusive practices, and motivational strategies, is therefore essential for improving educational quality. Special emphasis should be placed on strengthening the professional competencies of teachers working in Unaided schools through regular training and recruitment of qualified teachers. Creating supportive, engaging, and inclusive classrooms will ultimately contribute to higher student motivation, improved academic achievement, and holistic development among primary school learners.

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