

Teacher's Basic Behaviour as Motivation for Student Learning

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ABSTRACT: Teachers are essential stakeholder that cannot be downplayed in education. As important as they are, their behaviour is so contagious that it can mar or help student learning. Teacher's behaviour is a function of the characteristics of the teacher, his environment and the task in which the teacher engages. Teacher's behaviour could be respect, relational, integrity, trust, enthusiasm among others. However, teacher's behaviour that hinders learning are - Resistance to change, absenteeism, unpreparedness for class, inability to meet student needs. Moreover, teacher cannot just decide to misbehave for no just cause, there must have been underline factors responsible for teacher's misbehaviour. Therefore, factors responsible for teacher's misbehaviour are – Poor incentive, wrong conception of teaching profession, economic regression, non-inclusive of students' diversity and culture, work related stress. The aforementioned thus, have implications on students learning. Teacher's misbehaviour does encourage fall in morality, low self- esteem, increase in examination malpractice and so on. It is therefore, expected of the teachers to develop an appropriate behaviour such as optimistic, emotional intelligence skill, commitment to work and building positive relationship. In addition, the government and the school owners should establish and disseminate a code of conduct for teachers that will guide their behaviour, monitor teachers physically (inspection) and through technological gadget (CCTV camera); provide support for teachers at all levels (financially, academically, morally) to avoid misbehaviour.

KEY WORDS: Teacher's Behaviour, Motivation.

INTRODUCTION

One of the stakeholders that should not be underestimated in education is the teacher. A teacher serves as social agent that disseminate and model the norms of the society to the students. Practically, what a teacher does in the classroom situations with his or her students in terms of verbal and non - verbal behaviour is quite important for making the students achieve the desired learning experiences. Moreover, non – verbal behaviour such as gestures, demonstration, body movement and so on aid in realizing instructional objectives. Consequently, this non -verbal behaviour present the essentiality of teacher's behaviour. Teacher Behaviour is defined as "the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly those activities which are concerned with guidance or direction of the learning of others" (Mangal and Mangal 2009, 369). Thus, this definition focuses on activities carried out by the teacher to fulfil his obligation. Teacher Behaviour is also defined as "a function of the characteristics of the teacher, his environment and the task in which the teacher engages" (McNergency, Robert and Carner 1981). Hence, this definition implies that teacher's behaviour is almost guided by his personality and the environment he finds himself. In the same vein, Motivation is that art of moving and guiding people toward the set goals, helping people take initiative, strive to improve and persevere in the face of setbacks and frustrations. (Goleman 1998, 376). In other words, a teacher is expected to encourage the students to achieve the learning set goals, take initiative and persevere in the face of difficulty. What a great responsibility committed to a teacher! This write up is therefore, out to describe the expected behaviour require of a teacher to motivate students learning.

Teacher's Behaviour

The significant roles played by the teacher in every nation and education cannot be jeopardized, hence, the need for appropriate behaviour by the teacher to sanitize the teaching profession and to curb immoral activities by the teachers. Arthur cited by Ministry of Education and Employment in Malta asserts that, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires (2012, 29). Two things from this citation are exhibited from the

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teacher's behaviour, which are- demonstration and inspire. The two come from acting out right behaviour by the teacher. Therefore, teacher's behaviour is presented below.

1. **Respect:** Teachers are expected to uphold human dignity, promote equality, cognitive and emotional development. Malta document for Ministry of Education and Employment submits that teachers shall demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, religion, sexual orientation, appearance, age, language, different needs and abilities (2012, 20). This submission thus implies that respect is an important behaviour expected of the teachers in any nation to have for pupils or students, colleagues, parents and the management (Code of Professional Conduct for Teachers 2016, 6).
2. **Relational:** Teachers are to relate with the students appropriately for learning assimilation and retention. Also, teachers' relational attitude will foster understanding of learning that will propel change in behaviour of the students. It is thus of utmost importance for teachers to relate appropriately with other stakeholders in education (ibid).
3. **Care:** Teachers should have the interest of pupils or students at heart. This can be exhibited through empathy, positive influence and fair treatment of all (ibid).
4. **Integrity:** It is the ability of a teacher to be wholesome in his or her dealing with pupils or students, colleagues, school management and parents. Meaning that, a teacher is expected to be honest, responsible and committed to the task and students entrusted to. In addition, compliance to the procedures and policies of the body he represents (ibid).
5. **Trust:** This is an act of reliance or dependence on someone or something. It could also be something committed to somebody's care. So, trust entails openness, confidentiality (keeping secret that pertains to individual student, colleague, school and so on) and being fair in relating to all educational stakeholders. In other words, it is having regard for the safety and well-being of students; in addition, it is respecting the uniqueness and the diversity of the learning community they work (Ministry of Education and Employment 2012, 18).
6. **Enthusiasm:** Having keen interest in something or somebody. It is an act of exhibiting passion for a task or somebody. A teacher that exhibits enthusiasm about his task, shows higher quality instructional behaviour such as – monitoring students learning, providing autonomy support, increase student interest in learning (Stronge 2015, 5)
7. **Motivation:** It is giving incentive to people for a task well done or reason for doing something. Kunter et al cited by Stronge presents that "students who received instruction from an enthusiastic teacher reported greater intrinsic motivation regarding the learning material and experienced higher levels of vitality."(Ibid, 6). This implies that enthusiasm and motivation work hand in hand to enhance students learning in the classroom. They could be termed as contagious behaviour in the classroom.

Teacher's Behaviours that Hinder Learning

Teachers play an integral role in boosting students learning and success in life. This is done irrespective of their background and the acquired qualifications but what matters most is their daily interaction with students as they discharge their duties. An international organization (Organization for Economic Cooperation and Development) carried out an assessment through its programme called PISA (-Programme for International Student Assessment) in 2018 by asking school principals about teacher's behaviour that can hinder students learning and create an unpleasant school climate; the principals response are the following – Teacher's resistance to change, Absenteeism, unpreparedness for classes and unmet needs of students (Organization for Economic, Cooperation and Development 2019, 112). In this vein, having observed students achievement, competence and their performance in different subjects, it is pathetic to discover that some students lose interest in learning possibly because of teacher's behavioural tantum. Hence, the response of the principals mentioned above will be briefly expounded.

1. **Teacher's Resistance to Change** – Teacher's resistance to change in school environment, methodology of teaching, use of instructional aids or technological gadgets could be hazardous to both the students and the school. For example, during the ravaging pandemic in 2020, most government schools' teachers cannot adjust to the change in teaching – learning because they are stereotyped and preferred to maintain the status quo. Even when the government decided to expose them to training on the use of technological gadgets, some were unable to catch up. In addition, when the policy enacted by the school owner is not in tandem with teacher's opinion, it engenders resistance from the teacher. As a result, it affects the teacher's input to teaching -learning which in turn affect student learning (Anderson 2011, 11).
2. **Teacher's Absenteeism** – Absenteeism is the act of malingering from duty or place of responsibility without good reason. When teachers miss work, the learning process is disrupted, particularly when the absences are unexpected and there is a lack of good substitute teachers. Apart from the fact that, it disrupts learning process, it also reduces student achievement in learning. Moreover, excessive teacher's absenteeism will bring a sizeable financial cost to education,

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increase the administrative burden on school management and encourage students to skip school too (Organization for Economic, Cooperation and Development 2019, 112).

3. Teacher's Unpreparedness for Classes – This is the inability of a teacher to get committed to his or her assignment. This may be as a result of involvement in other job or assignment which takes the time of the teacher. Moreover, this act of unpreparedness impedes the quality of education and information the students will get from the teacher especially if the learning is pedagogy not andragogy (ibid).
4. Teacher's Inability to meet students' needs – Students attend school to learn both formally and informally. Curriculum which is referred to all learning has both visible(written) and hidden(unwritten). Meeting the needs of students in terms of attending to their cognitive, psychological, social and physical wise can serve as motivation for learning. However, if these developmental needs are not met it may definitely impede students learning(ibid).
5. Teacher's lovelessness with Students – A clip was sent viral sometimes ago which has the story of a pupil whose parent left in the custody of a teacher in a preschool, the teacher accepted the child with enthusiasm but after the departure of the parent, she asked the child to clean the chairs which the child was reluctant doing and she started beating her. What an unfortunate situation for the child who desire to learn. Teacher's lovelessness behaviour can affect students learning if is not modified (Yildinm, Akan and Yalcin 2016, 5).
6. Preferential Treatment – Teacher's preferring successful students to the unsuccessful ones is a grievous behaviour that can hamper students learning and promote hatred from students to other teachers who do not display such behaviour(ibid).

Factors Responsible for Teacher's Misbehaviour

- a. Wrong Conception of Teaching Profession – Some teachers view teaching as a job not as a vocation which they can derive fulfilment. Viewing teaching profession as a job is mainly to carry out a task and get paid. It is basically for profit. So, if other responsibilities attach to it will not generate profit, it does not worth doing (Teacher's Behaviour)
- b. Non - Inclusive to Students Culture and Diversity – Some teachers resist inclusion into students culture and differences possibly because of ignorance, pride or something else. They lack the understanding that without students they cannot be opportune to teach or secure the teaching job. Students are crucial stakeholders in education that must be held in high esteem and helped (ibid).
- c. Poor Incentive - Teachers who cannot survive on their wages will become less motivated and have frequent absences. If it takes them two to three hours to get to school, they will have less time for preparation. As a result of poor incentive in terms of salary, no allowance or late payment of salary, some teachers hide under this to misbehave (Chron Contributor).
- d. Work -Related Stress – Teachers have several sources of stress in the work place. They include but not limited to increased class size, lack of control over work hours and methods (especially in the private schools), lack of professional recognition, inadequate salary and others can affect mood, behaviour and physical health of teachers if not well handled (ibid).
- e. Economic Regression – The diminishing in the nation economy could be responsible for teacher's misbehaviour because some could not live conveniently and comfortably on their salary except, they augment it by seeking extra pay job. Seeking for augmentation in salary will attract dividing commitment from the primary assignment to the extra pay job (ibid).

Implications of Teacher's Misbehaviour on Students and School

Teacher – students relationship plays a prominent role in the development of competencies in students and advertising effective school climate because teachers serve as social agent that create a classroom setting which spur students to learning. Nevertheless, teacher's misbehaviour works against the above submission and it has the following implications on the school and the students.

1. Lower Achievement – Bruner cited by Oladele in the assumption of his theory on Cognitive development submits that intellectual development depends on good teacher – learner relationship (Oladele 1998, n.p). Thus, Bruner has it right because a loving, warm and enthusiastic teacher will attract diligent, committed and enthusiastic student to himself or herself and her subject or courses. On the other hand, a misbehaviour teacher will dampen the heart of students from learning and this will result in low achievement in the course or subject is handling (Koca 2016, 2). Besides, by implication it will engender low patronage for the school.
2. Low Self – Esteem – This is another germane issue that teacher's misbehaviour may cause the students; especially those that are less preferred or labeled as lazy, bad boys or girls (ibid).

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3. Relational Conflict with Peer – The behaviour of preferential treatment exhibited by the teacher will motivate relational conflict with peer. This will be possible in the sense that, some students will be labeled as 'teachers children' while some will be labeled as bad boys or girls, unsuccessful, tout and so on. In fact, some may be termed as 'unfortunate guys (ibid).
4. Unfriendly Classroom Environment – Naturally, an environment that will engender learning should be warm, friendly and enthusiastic. A favourable environment will develop the potentials in students. Therefore, if the classroom environment that includes teacher's behaviour is friendly and favourable, learning will be effective (ibid).
5. Increase in Examination Malpractice - Due to absenteeism of some teachers and misbehaviour, some students also become truant and they indulge in examination malpractice because there are no teachers to caution their truancy and teach them (Oghuvbu).
6. A fall in Moral Standard – Teacher's misbehaviour engenders fall in moral standard of the society. Students lack moral because teachers that should be social agent lack moral as well (ibid).
7. Increase in Drop out – Students who cultivate truancy attitude as a result of the teacher's constant absenteeism may eventually drop out of school and jeopardize their destiny. It is so pathetic that, some drop out and they could not get their bearing till death (Quality in Education).

Teacher's Behaviours that Encourage Learning

Teacher's behaviour is a key factor when it comes to quality education for all. Thus, teachers' behaviour has direct impact on their interaction with students, parents, colleagues and administrative staff. In fact, students desire to learn, attend school and their learning outcome have a larger percentage on teacher's behaviour. In light of this submission, the researcher is suggesting the following as acceptable behaviour of a teacher in any capacity of learning.

1. Understanding of self – The need to understand self helps fine-tune an excellent character. Every teacher is expected to know his or her personality make up such as introvert (Melancholy, Phlegmatic) or extrovert (Sanguine, Choleric) in order to interact well with others especially the students (Swain 2021, 1).
2. Develop Emotional Intelligence Skill – Emotional Intelligence is "the capacity to recognize one's own feeling and those of others, for motivating oneself, managing emotions well in oneself and in relationships" (Goleman 1998, 375). This implies that, ability to control one's emotion and that of others well is essential for appropriate behaviour in teaching – learning. However, Intelligent quotient without complementary role of Emotional intelligence is tantamount to a career jeopardy. In line with this, Goleman who propounded Emotional Intelligence quotient suggests five competencies which everyone relating with people must possess. They are – Self - awareness, self- regulation, motivation, empathy and social skill (ibid 376) .
3. Optimistic - A teacher stays positive and sees opportunities in students, even unsuccessful ones as the case may be. A teacher's enthusiasm is contagious to his or her students. He serves as encourager to the faint - hearted ones, failure, drop out and the less privileged (Optimistic).
4. Committed to Work – Nigerian pledge says, I pledge Nigeria my country, to be faithful, loyal and honest, to serve Nigeria with all my strength, ..., so help me God. This is a commitment from all citizens as much as they recite this pledge. In the same vein, teachers at all level should be devoted, loyal and faithful to the responsibility given to them. There should not be consistent absenteeism in their work that will impede students learning (Swain 2).
5. Reward Cooperation – It is imperative to make sure that classroom expectations are made clear and when these expectations are being met, praise the students regularly, adding that 'consistent praise and highlighting exemplary pupil behaviour or engagement helps boost pupil confidence as the teacher recognises those who are putting in the hard work, but also encouraging other pupils to be at the same level of engagement as their peers (ibid).
6. Build Positive Relationship – This will ensure that students are not spoken down to. Mutual respect is vital to a harmonious classroom. The teacher will be able to dispel behavioural issues more quickly if he or she can earn the respect from the outset. A teacher should aim to build positive relationships with the students quickly by doing the following - learn their names, show an interest in them and respond to them dutifully, understand the students - remember they are only human, they have good days and bad days and have a rational approach to classroom behaviour (ibid 3). In essence, a teacher should not focus so much on wrong behaviour but rather focus on the right behaviour to create positive environment that others can emulate.
7. Exhibit good Body Language – Non -verbal communication is a vital aspect of a successful classroom behaviour management. The method employed to convey a message is of significance than the message itself. Therefore, a teacher can use his body language to tell his or her students that he is approachable, he supports their learning and his presence does not pose any threat to them (Oladele n.p).

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RECOMMENDATIONS

Based on this write up the writer recommends the following

1. Government and the school owners should establish and disseminate a code of conduct for teachers that will guide their behaviour.
2. Teacher's behaviour should be monitored physically (inspection) and through technological gadget (CCTV camera).
3. Provide support for teachers at all levels (financially, academically, morally) to avoid misbehaviour.
4. Government and school owners should expose teachers to frequent training.
5. Enact discipline for erring teachers.
6. Employment process should be modified

CONCLUSION

This paper addresses teacher's behaviour as motivation for student learning. The writer defines teacher behaviour, motivation, presents examples of teacher's inappropriate behaviour, factors responsible for it, implications of teacher's inappropriate behaviour on students and school, teacher's appropriate behaviour and recommendations. Teacher's code of conduct is thus encouraged to be established by the government and mode of employment should be modified for proper scrutiny of teachers because they play crucial role in education. Besides, teacher's behaviour and activities should be monitored.

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