

Students' Perception about Teachers' Class Room behavior at secondary Level

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Abstract: *Teacher behaviour encompasses the ways in which teachers communicate and engage with their students, as well as their ability to create a positive and supportive learning environment. At the secondary level, teachers play a critical role in shaping students' behaviour and academic performance. This study investigated the perceptions of secondary school students regarding their teachers' classroom behaviors and their satisfaction levels with these behaviors. The study employed a descriptive survey design, with a sample size 325 students from 22 public secondary schools in Tehsil Kallar Syedan, District Rawalpindi, Pakistan. Data was collected using a questionnaire with a Likert scale, and statistical techniques were employed for data analysis. The findings revealed that students perceive their teachers as supportive, caring, and effective in the classroom. Teacher support and feedback were found to enhance student academic performance and engagement. Additionally, using examples for easy understanding was positively perceived by students, although some preferred alternative teaching strategies. Student satisfaction with teacher behavior was generally high. Effective classroom management, clear communication, and supportive teacher behaviors were positively associated with student satisfaction. Students agreed or strongly agreed that their teachers effectively managed the classroom and maintained discipline. Based on the study findings, it is suggested that teachers should be encouraged to develop effective communication skills, promote a positive learning environment, provide regular feedback and support, use a variety of teaching strategies, and incorporate student perspectives into teaching practices.*

Keywords: *Teachers, Students, Secondary Level, Teacher, classroom, behaviour*

Introduction

A person's "behavior is also a means to those traits of the individual that account for stable forms of spirit and mood, thoughtfulness and acting and behaving appropriately. When a child is maturing, they are able to move, feel, and interact with others and their environment on increasingly complex levels. Development is the transformation that takes place during this time. One's moral character develops as a direct result of his or her capacity to deal with adversity. The increased societal demands placed on maturing persons, together with the new abilities and opportunities brought about by physical development, lead to these crises. What makes up a society's culture is the learned and shared ways of doing things that its members have developed over time (Martin et al., 2005).

Culture is a broad term that includes but is not limited to these characteristics. Culture refers to a society's entire way of life, which is shaped and formed by the conditions and surroundings of the time. What drives them, how they feel, what they think, and how they interpret the world all play a part in their unique emotional and psychological makeup? A behavior can be seen in the ways it affects the body, in conscious and reflective psychological time, and in the ways an individual acts and behaves in social contexts (Hadie et al., 2018).

Individuals' patterns of behavior evolve over the span of their entire lifetimes. The pace and location of changes in precise character were not constant. Some behavioral abilities tend to be quite constant over the course of an individual's life, whereas others appear to be prone to substantial change (Khanam et al., 2022). Development and progress in behavior are easier to notice throughout the adolescent years, when people are undergoing fast physical, intellectual, and emotional development (Baker, Grant & Morlock, 2008).

Most people think of learning as the primary process underlying behavior change, since new behaviors emerge as a result of a child's exposure to situations that demand for behaviors that are not part of his or her innate repertoire. The significant years are largely responsible for the evolution of both behavior and nature. Everyone has innate abilities that can be shaped by their upbringing or the culture to which they were exposed. A person's upbringing and environment both play vital roles in shaping their conduct and character. Character and ethics, which encompass morality as sacred ideals, standards of life's values, and ways of social expression, are foundational aspects of conduct alongside attitudes, habits, interests, and so on. Morals, as beliefs held in the highest regard, can also influence behavior (Desimone, 2009).

Teachers' activities set their students apart from others without a formal education by developing their capacity for original and critical thought (Akram & Abdelrady, 2023). It teaches them to look at things from many angles. Putting this skill to use could lead to the discovery of novel approaches to a predicament. It encourages curiosity, creativity, and the pursuit of knowledge among its students (Akram et al., 2022a). Teachers' actions have helped students learn about their legal and civic protections. It outlines your rights and how to protect them, as well as the rights of others. It takes on the uniformity of student conduct that already exists (Johnson, 2017).

Teachers have a responsibility to assist pupils in developing what are called "soft skills," which are essential for kids to be successful in life (Akram et al., 2022b). Life skills include the ability to think critically and creatively, to make sound decisions, to communicate effectively, to form meaningful relationships, to understand and respect one and others, to show empathy, to deal with stress and emotions, and so on. Stress and emotion management are additional important life skills. Life skills can be put to use in many different contexts. Life skills can have an effect on how we perceive ourselves and how others perceive us. Teachers' actions are the catalyst for students' growth. Motivation refers to a student's internal factors that stimulate, sustain, and direct their actions toward a desired outcome. Our motivation is the engine that powers many of our behaviors (Rashid & Usman, 2014).

Personal cleanliness entails a number of practices, including regular haircuts, short nail maintenance, and showering frequently. These factors will eventually influence the person's actions. Education may do wonders for one's ability to remember and reason. Excellent thinking abilities will allow you to have fruitful conversations, which will in turn allow you to give a memorable performance. If you have a good memory, you'll be able to recognize familiar faces and put names to them. Teachers have a major impact on students' development of discipline, which is often underestimated despite its

importance in shaping their personalities (Akram et al., 2023). Discipline is what sets humans apart from other animals. From the moment they step foot on campus until the day they receive their diploma, students are reminded to always act in a respectful and disciplined manner (Gallagher, 2008).

Pupils whose behavior is unpredictable reveal a lack of seriousness and exhibit conduct that is unacceptable and unpleasant in formal learning environments. Professional success requires a high degree of self-discipline. The teachers' demeanor has a major impact on the development of their students. If you can't handle the discipline required of you in this role, you should expect to be shown the door as soon as possible. Yet, if you are self-controlled at all times, people will praise your efforts and regard you favorably. This is because we know you wouldn't intentionally start a fight. This is the bare minimum that any moral person must have (Alexander, 2020).

Statement of the Problem

Teacher positive behavior form deeper relationships which build student's self-confidence and self-worth for better academic performance (Abdelrady & Akram, 2022). Teacher positive behavior, teacher motivation for learning and teachers cooperative behaviour with students enhanced the learning of students in classroom. If a teacher is cooperative with their students then students learned very well. The teacher-students relationship also creates emotional bonds among them which establish trust, generating a safe and secure classroom environment and promote empathy to decrease student's academic stress. If the teacher's behaviour is non-cooperative and non-motivated with the students then the students learning may stopped and student may feel stress in class room.

Keeping in view the significance of teacher's behaviour on students learning, researcher intends to investigate "Students' Perception about Teachers' Class Room Behaviour at Secondary Level" so that it can be assessed whether teachers behaviour in the classroom seems favorable to students or not.

Objectives of the Study

The objectives of the study are:

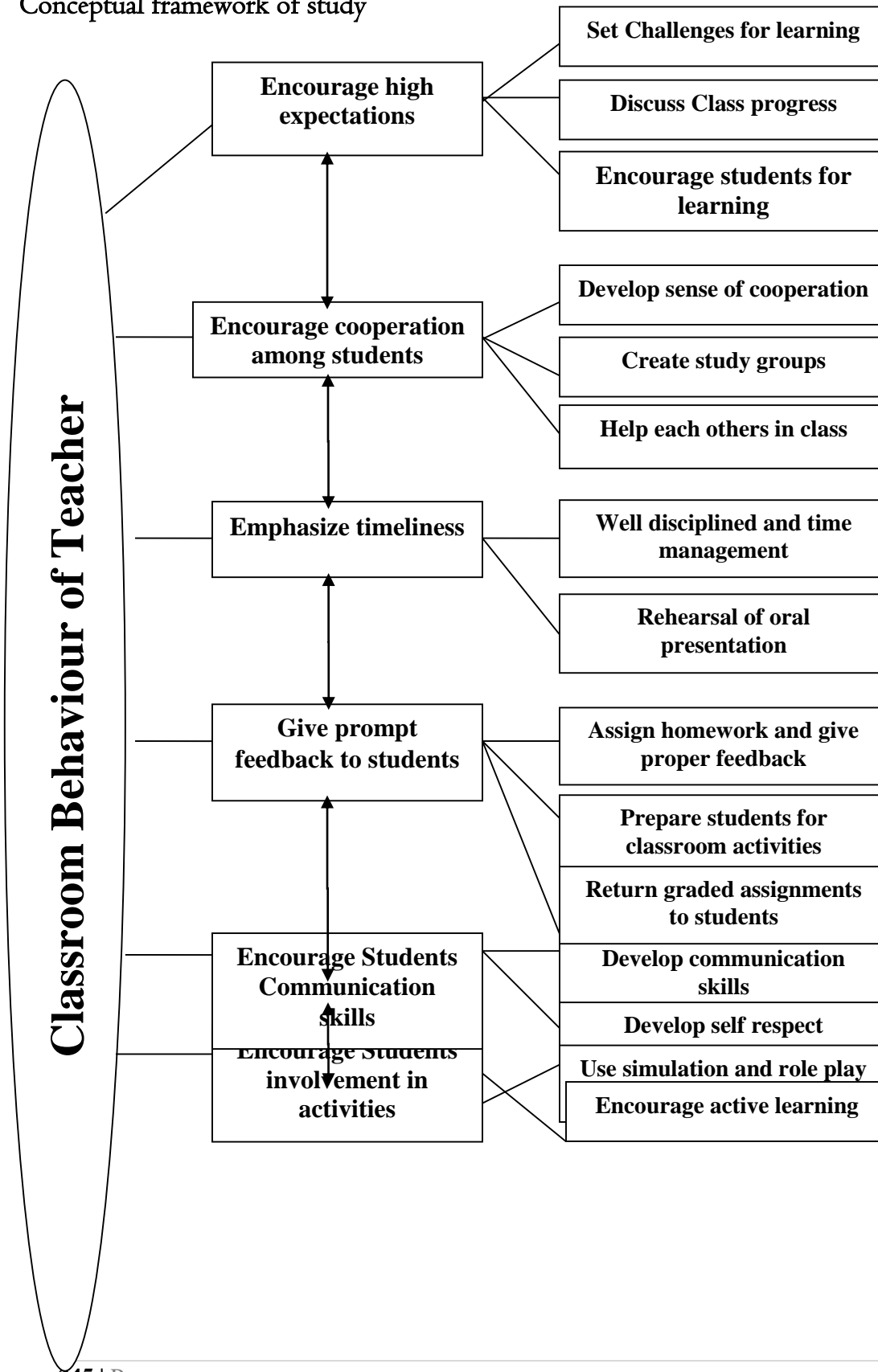
1. To analyze the student's perceptions about teachers classroom behaviors.
2. To measure the satisfaction of students about various classroom behaviors of teacher.

Research Questions

The research questions of the study were

1. How students of secondary level perceive their teachers' classroom behaviors?
2. What extent secondary school students are satisfied with the classroom behaviors' of their teachers?

Conceptual framework of study



LITERATURE REVIEW

Literature reviews provide as a foundation for understanding the problems being studied. It provides background information on the problems and prevents duplication of efforts. This chapter provides helpful information on possible study approaches in the field of the influence of teacher behavior on the development of student behavior. Giallo and Hayes, (2007) agreed that when customs changed, so did individuals' ways of thinking, acting, being, and doing things. It provides you with the strength and resources you need to take on the world outside with confidence. Examples of behavior include meaninglessness, individualism, outer appearance, reflecting emotions, external behaviour, the capacity for communication, and corporate qualities. Human behavior is learned rather than innate. The process is appropriate by the time a pupil is a young adult. Effective affected person development programs equip students with the tools they need to swiftly, easily, and successfully navigate the challenges they face in the real world. That makes them easier to understand on a corporate and basic level.

The influence of education on pupils' conduct was recognized by Gallagher (2008). Certainly, a baby's level of intelligence has a major part in dictating how effectively it will learn. Instructors with a background in psychology use applications like these to help their students better absorb the material. Students are encouraged to develop habits of mind and character that will aid them in becoming productive members of a free society. Even if they believe that schools should limit pupils' intellectual development, competent educators do everything they can to foster their students' intellectual and non-cognitive growth.

Fan and Williams (2010) argues that a child's education is the key to unlocking many doors. Children's early experiences with people of different backgrounds and customs have a profound impact on how they view the world as adults. Schools help kids develop healthy relationships with their educators and classmates. Positive social skills are developed and strengthened through interactions at school and on the playground. Emotional and social development lay the groundwork for a child's growth in all other domains.

Teacher Power

According to Giallo and Hayes (2007), in actual classrooms, teachers exert authority through ongoing discussions with students, which frequently involve conflict and disrupt the delicate equilibrium of legitimacy and consent. There is an ongoing conflict between the positive and negative uses of teacher power in the classroom, which occurs as a result of the interactions between teachers and pupils. As she also mentioned, "the goal is to discover ways to get pupils to participate in the teaching, studying, and learning process" for professors who effectively impose their authority.

The comments above suggest that the teacher's control techniques in the classroom are influenced not just by the authority the instructor has over the students, but also by the students' reactionary authority. According to Gallagher (2008), students can exert influence by either accepting or rejecting authority figures or by avoiding situations where authority figures are present. However, since student behavior is a reaction to teacher behavior, the sorts of power that the teacher exercises upon his or her students are crucial to the nature of the everyday communicative engagement between teacher and student.

As Akram (2020) points out, it is pretty obvious that legislation, governmental rules, school norms, and, additionally, the boundaries the principle, colleagues, and pupils have set all influence the extent to which teachers can exert their authority over students. He uses a three-circle diagram to

illustrate the limits of a teacher's authority, with the inner circle representing the most well-established and legitimate teacher duties and rights, the middle circle representing teacher practices that could be characterized by students as arrogant, insensitive, and abusive, and the outer circle representing the world outside school, where the teacher's power's red line lies; beyond this line the teacher has no legitimate right to get involved. It has also been stated that adolescent kids are less susceptible to their teachers' authority since they are actively working to break free from their dependence on adults.

Teachers who foster these attitudes are more likely to be liked and respected by their students, who are also less likely to respond negatively to displays of authority (Noor et al., 2021).

Teacher's Classroom Behavior

The teachers have an impact on the behavior of the kids. Students' academic success is likely to be favorably influenced if teachers act kindly toward them while teaching. When teachers use conditional praise of positive reinforcement, it has a good impact on the academics and performance of their pupils. Similarly, if teachers act badly toward students while educating them, it could have a detrimental impact on the students. The students' high accomplishment and effective learning outcomes can be attained through the teachers' effective behavior. To do this, a teacher must be explicit with their directions. In order for pupils to understand what is expected of them or how they are expected to behave, the expectations from the students must be made clear (Martin et al., 2012).

It has been shown that teachers who exhibit good behavior toward their students are more successful teachers than those who exhibit negative behavior. Teachers who commend their pupils for even modest accomplishments continue to inspire their charges. Their kids learn effectively, which improves their academic achievement. The performance of the kids is significantly impacted by the behavior of the professors.

Classroom Management Strategies

Managing the curriculum, time, space, and interactions with students are all aspects of classroom management, as defined by Weinstein (2007), Time management and keeping study materials in order are two of the most important skills for students to develop. A teacher can encourage proper classroom behavior in several different ways. Get familiar with the school's disciplinary policies. Maintain positivity, fairness, and uniformity. Exude the kind of firmness, fairness, friendliness, courtesy, enthusiasm, and self-assurance that earns the respect and trust of young people.

Mainhard (2016) found that elementary school children performed better in classes with natural light compared to those without. An average student will improve by just 1–1.5 points per month in arithmetic and reading in a classroom with no natural light, but will improve by 2–3 points per month in a classroom with windows. Unfortunately, the acoustics of the classroom are rarely given the attention they need as a crucial factor in the development of the kid. Materials that can produce sound to reverberate, such as floors and hand wall surfaces, are thought to significantly raise noise levels and be disruptive to education, according to this school of thought. This suggests that acoustics should be considered, as doing so may lessen disruptions and improve focus.

Discipline

According to Weinstein (2017), kids' actions and reactions to their surroundings are heavily influenced by the school's disciplinary climate. This means that no culture exists in a vacuum. A student's actions and interactions are heavily influenced by the classroom setting. This is because we all adapt our habits and ways of being to the conditions in which we find ourselves, for better or for worse. He concluded that classrooms with sympathetic teachers and peers group, stimulating and faithful

responsibilities, opportunities for choice, and sufficient structure have higher rates of student self-discipline, which in turn is linked to positive academic results, including attainment and perseverance in school.

The proportion of students who pose a security risk varies from school to school. By considering the social, interpersonal, and pedagogical contexts in which it occurs, the problem of indiscipline reveals its many facets. In terms of how it's presented, Peer conflicts and teacher-student relationship conflicts that escalate into violence or delinquency are examples of the kind of situations that could be framed at the second and third levels. There was found to be a highly substantial correlation between teachers' abilities in classroom management and students' compliance with rules and regulations (Desimone, 2009).

Effective Class Room

The research conducted by Hadie (2018) confirmed the importance of the classroom setting on the academic achievement of elementary school children. Students' academic performance was found to be significantly correlated with the quality of the classroom environment in secondary schools in south west Nigeria. The study also highlighted the modest amount of motivation that students acquired from the classroom setting and their relatively strong academic achievement. The government should invest in constructing new, up-to-date classrooms in public elementary schools and renovating the older, less functional ones. Teachers, as those in authority, have a responsibility to cater to their students by making the classroom feel like an extension of their own living space.

Classes that are poorly managed, according to Pace and Hemmings (2007), result in ineffective learning and teaching because teachers and students do not respect one other and students do not follow the rules controlling classroom conduct. A well-run classroom is not an accident. Building a well-organized classroom takes time and energy. It is the responsibility of educators to provide well-managed classrooms. Because of insufficient training and experience, teachers are the single most influential element in students' academic performance. To raise student achievement, educators must learn new knowledge and hone existing abilities. They need to show empathy for their kids and respond thoughtfully to their concerns.

Discipline in Effective classroom

Teachers utilize a variety of strategies to keep their classes under control, as described by Mainhard (2016), from a hands-off approach that emphasizes student participation to more traditional methods of leading the class and enforcing silence. One of the most important parts of a high-quality education is effective classroom management, which ensures that classes stay on track and that disturbances do not interfere with the learning process. Maintaining a productive classroom is crucial to giving kids a distraction-free space to learn. Effective classroom management is crucial for helping every kid succeed academically. Students are more likely to succeed academically when teachers have command of the classroom environment. Because of this, having a reliable classroom management system is crucial for the success of both teachers and students. Effective classroom management allows teachers to steer class discussions and lesson plans without sacrificing student engagement or learning outcomes.

According to Gallagher (2008), a well-disciplined classroom is one of the best conditions for education to take place. This is vital for the well-being, success, and safety of both educators and their students. A well-implemented system of school discipline can decrease the need for tiring techniques of discipline like yelling and shaming that can irritate both teachers and students.

RESEARCH METHODOLOGY

This chapter outlines the research design and methodology used in the study, including the target population, sampling technique, research instruments, and data collection procedures.

RESEARCH DESIGN

The study employs a quantitative and descriptive research design, where a survey was conducted using a questionnaire administered to the selected sample. This method allows for the collection of numerical data, which can be analyzed using statistical techniques to draw conclusions about the students' perceptions of their teachers' classroom behavior. The use of a questionnaire also provided a standardized and structured approach to data collection, ensuring consistency and reliability in the responses obtained.

POPULATION AND SAMPLE

The study was conducted on a population of 2093 male students attending 22 public secondary and higher secondary schools in Tehsil Kallar Syedan District Rawalpindi, as reported by the Punjab School Education in 2023. Out of the total population of 2093 male students, a sample of 325 students was selected for data collection purposes. The random sampling technique used ensured that all schools in the area of study were represented in the sample size, thus making it a simple random sampling technique used for selected sample.

INSTRUMENTATION

The research tools used in the study were constructed based on the literature keeping in view the objectives of the study. A questionnaire was deemed to be the most appropriate tool for data collection from the highly educated respondents, i.e., the secondary class students. The questionnaire was structured to collect important information about the population of interest and to address a specific research questions or objectives. This ensured that the data collected was relevant and informative, allowing for accurate conclusions to be drawn from the analysis.

VALIDITY OF RESEARCH TOOLS

To ensure the content validity of the questionnaire, three experts were requested to give their valued opinion, and feedback on the items included in the questionnaire. Based on their opinions, necessary amendments were made to the questionnaire to ensure that it accurately reflected the phenomenon under study. This approach helped to improve the validity of the data obtained through the questionnaire by ensuring that the questions were relevant, comprehensive, and accurately reflected the study's objectives.

RELIABILITY OF RESEARCH TOOL

To ensure the reliability of the research instruments, a pilot study was conducted on 70 students which were the 5% of the total population, other than the actual sample of the study. Cronbach Alpha coefficient was calculated using SPSS software Version 23 on the responses in pilot testing. The value of Cronbach Alpha coefficient was **0.962** which is excellent and acceptable for data collection.

Table I: Reliability Statistics

No of Items	No of Responses	Cronbach's Alpha
40	70	0.962

Reliability test report attached the original value of Cronbach's alpha is 0.962

DATA ANALYSIS

The data collected through the questionnaire were analyzed using descriptive statistics. The

frequency and percentage of responses for each item in the questionnaire were calculated using the formula:

$$\text{Percentage} = (\text{No of Responses}) / N \times 100$$

Where N represents the total number of responses for each item.

The mean and SD (SD) were also calculated to determine the central tendency and variability of the data, respectively.

Following formula was used for rating scale to find out the mean score of data.

DATA ANALYSIS AND INTERPRETATIONS

This section deals with the presentation, analysis and interpretation of the data collected through the questionnaire for the students of Tehsil Kallar Syedan District Rawalpindi. Table 2 is related to demographic interpretation, table 3 to table 10 are related to responses of students related to teacher class room behaviour.

Demographic Analysis of Data

This section deals with the demographic analysis of responses like class of student collected through the questionnaire developed for the secondary class students

Table: 2 Class Enrollments

Class	Frequency	Percentage
9 th	165	50.8%
10 th	160	49.2%
Total	325	100.00%

According to the **Table No 2**, 50.8% of the students were enrolled in the 9th class, while 49.2% of the students were enrolled in the 10th class. The total sample size was 325 students. To understand the significance of these findings, above table can be compare them with similar studies conducted in Pakistan, India, and other countries after 2016.

Analysis of Data Regarding Teacher's Class Room Behaviour

This section deals with the analysis of responses regarding teachers class room behaviour collected through the questionnaire developed for the secondary class students

Table 3: Teacher prepared students mentally for new lesson

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	10	3.08%		
Disagree	30	9.23%		
Undecided	70	21.54%	3.38	0.92
Agree	140	43.08%		
Strongly Agree	75	23.08%		
Total	325	100.00%		

According to **Table No 3**, 3.08% of the secondary school students strongly disagreed with the statement, 9.23% disagreed with the statement, while 21.54% were undecided. 43.08% agreed with the statement, and 23.08% strongly agreed that their teacher makes them mentally ready for new lessons. The mean score of the responses is 3.38 which indicate that most of the respondents agree with the statement, and the SD is 0.92.

Table 4: Teacher shows interest in helping students in class.

Response	Frequency	Percentage	Mean	SD
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Strongly Disagree	20	6.15%		
Disagree	45	13.85%		
Undecided	55	16.92%	3.25	0.91
Agree	140	43.08%		
Strongly Agree	65	20%		
Total	325	100.00%		

According to this Table No 4, 6.15% of the secondary school students strongly disagreed that their teacher shows interest in helping students who work hard in class. 13.85% disagreed with the statement, while 16.92% were undecided. 43.08% agreed with the statement, and 20% strongly agreed that their teacher shows interest in helping students who work hard in class. The mean of the percentage responses is 3.25, and the SD is 0.91.

Table 5: Teacher provides clear and detailed instructions for assignments and projects.

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	15	4.62%		
Disagree	25	7.69%		
Undecided	60	18.46%	3.43	0.93
Agree	145	44.62%		
Strongly Agree	80	24.62%		
Total	325	100.00%		

According to the Table No 5 the majority of the secondary school students 69.24% agreed or strongly agreed with the statement, 12.31% students disagree or strongly disagree with the statement, indicating that they feel their teacher provides clear and detailed instructions for assignments and projects. The means score of this statement is 3.43 which indicates most of the responded agree with the statement. The SD is 0.93 which suggests that there was some variation in the responses among the students.

Table 6: Teacher treats all students equally

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	35	10.77%		
Disagree	60	18.46%		
Undecided	70	21.54%	2.87	0.99
Agree	130	40%		
Strongly Agree	30	9.23%		
Total	325	100.00%		

In this Table No 6, 10.77% of the secondary school students strongly disagreed that their teacher treats all students equally. 18.46% disagreed with the statement, while 21.54% were undecided. 40% agreed with the statement, and 9.23% strongly agreed that their teacher treats all students equally. The mean of the percentage responses is 2.87 which indicates the most of respondents agree with the statement, and the SD is 0.99 which shows that some variation in responses.

Table 7: Our teacher motivates us for better learning.

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	5	1.54%		
Disagree	20	6.15%		

Undecided	65	20%	3.66	0.83
Agree	175	53.85%		
Strongly Agree	60	18.46%		
Total	325	100.00%		

According to Table No 7, 1.54% of the secondary school students strongly disagreed that their teacher motivates them for better learning. 6.15% disagreed with the statement, while 20% were undecided. 53.85% agreed with the statement, and 18.46% strongly agreed that their teacher motivates them for better learning. The mean of the percentage responses is 3.66, and the SD is 0.83.

Table 8: We are more eager to work hard when teacher respect and value our opinion

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	10	3.08%		
Disagree	20	6.15%		
Undecided	65	20%	3.89	0.92
Agree	150	46.15%		
Strongly Agree	80	24.62%		
Total	325	100.00%		

According to Table No 8, 3.08% of the secondary school students strongly disagreed that they are more eager to work hard when their teacher respects them and values their opinion. 6.15% disagreed with the statement, while 20% were undecided. 46.15% agreed with the statement, and 24.62% strongly agreed that their teacher's respect and value of their opinion motivates them to work harder. The mean of the percentage responses is 3.89, and the SD is 0.92.

Table 9: Our teacher assigns us different projects to enhance our learning

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	10	3.08%		
Disagree	20	6.15%		
Undecided	55	16.92%	3.89	0.92
Agree	165	50.77%		
Strongly Agree	75	23.08%		
Total	325	100.00%		

Explanation: In this table 9, 3.08% of the secondary school students strongly disagreed that their teacher assigns them different projects to enhance their learning. 6.15% disagreed with the statement, while 16.92% were undecided. 50.77% agreed with the statement, and 23.08% strongly agreed that their teacher assigns them different projects to enhance their learning. The mean of the percentage responses is 3.89, and the SD is 0.92.

Table 10: Teacher helps us in doing our assignments.

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	10	3.08%		
Disagree	20	6.15%		
Undecided	65	20%	4.13	0.90
Agree	160	49.23%		
Strongly Agree	70	21.54%		
Total	325	100.00%		

Table No 10, 3.08% of the secondary school students strongly disagreed that their teacher helps them in doing their assignments. 6.15% disagreed with the statement, while 20% were undecided. 49.23% agreed with the statement, and 21.54% strongly agreed that their teacher helps them in doing their assignments. The mean of the percentage responses is 4.13, and the SD is 0.90. The majority of the secondary school students (70.77%) agreed or strongly agreed that their teacher helps them in doing their assignments. The SD suggests that there was some variation in the responses among the students.

Table II: Our teacher helps us to do activities about our lesson.

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	5	1.54%		
Disagree	20	6.15%		
Undecided	70	21.54%	3.89	0.92
Agree	155	47.69%		
Strongly Agree	75	23.08%		
Total	325	100.00%		

Table No 11, 1.54% of the secondary school students strongly disagreed that their teacher helps them to do activities about their lesson. 6.15% disagreed with the statement, while 21.54% were undecided. 47.69% agreed with the statement, and 23.08% strongly agreed that their teacher helps them to do activities about their lesson. The mean of the percentage responses is 3.89, and the SD is 0.92. The majority of the secondary school students (70.77%) agreed or strongly agreed that their teacher helps them to do activities about their lesson. The SD suggests that there was some variation in the responses among the students.

Table 12: Teachers uses examples for easy understandings

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	5	1.54%		
Disagree	25	7.69%		
Undecided	60	18.46%	3.58	0.89
Agree	165	50.77%		
Strongly Agree	70	21.54%		
Total	325	100.00%		

Table 12, 1.54% of the secondary school students strongly disagreed that their teacher uses examples for easy understandings. 7.69% disagreed with the statement, while 18.46% were undecided. 50.77% agreed with the statement, and 21.54% strongly agreed that their teacher uses examples for easy understandings. The mean of the percentage responses is 3.58, and the SD is 0.89. The majority of the secondary school students (72.31%) agreed or strongly agreed that their teacher uses examples for easy understandings. The SD suggests that there was some variation in the responses among the students.

Table 13: Teacher pays attention to us when we state our opinion.

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	10	3.08%		
Disagree	25	7.69%		
Undecided	70	21.54%	4.15	0.87
Agree	160	49.23%		

Strongly Agree	60	18.46%
Total	325	100.00%

According to table I3, 3.08% of the secondary school students strongly disagreed that their teacher pays attention to them when they state their opinion. 7.69% disagreed with the statement, while 21.54% were undecided. 49.23% agreed with the statement, and 18.46% strongly agreed that their teacher pays attention to them when they state their opinion. The mean of the percentage responses is 4.15, and the SD is 0.87. The majority of the secondary school students (67.69%) agreed or strongly agreed that their teacher pays attention to them when they state their opinion. The SD suggests that there was some variation in the responses among the students.

Table I4: Are you satisfied with the behaviour of your teacher?

Response	Frequency	Percentage	Mean	SD
Strongly Disagree	6	1.85%		
Disagree	8	2.46%		
Undecided	20	6.15%	4.50	0.69
Agree	168	51.69%		
Strongly Agree	123	37.85%		
Total	325	100.00%		

According to Table No. I4, 4.31% of the secondary school students strongly disagreed or disagreed that they are satisfied with the behavior of their teacher in the classroom. 6.15% were undecided, while 89.54% agreed or strongly agreed with the statement. The mean of the percentage responses is 4.50, and the SD is 0.69. The majority of the secondary school students (89.54%) agreed or strongly agreed that they are satisfied with the behavior of their teacher in the classroom. This indicates that the majority of students feel that their teacher behaves appropriately and professionally in the classroom. However, a small percentage of students disagreed or strongly disagreed with the statement, indicating that some students may not be satisfied with the behavior of their teacher.

FINDINGS

Findings Related to Objective No 01:-

The study aimed to gain insights into the classroom behaviors that impact student academic performance and engagement.

The findings suggested that students perceive their teachers as supportive, caring, and effective in the classroom.

For instance, Table 4 shows that the majority of students agreed or strongly agreed that their teacher shows interest in helping students who work hard in class. This finding indicates that teachers who take an interest in their students and their academic progress can enhance student motivation, engagement, and academic performance. Moreover, the study findings suggest that teacher support and feedback can enhance student academic performance and promote student engagement in the classroom. For instance, data also shows that the majority of students agreed or strongly agreed that their teacher helps them in doing their assignments.

Findings Related to Objective No 02

Table I4 presents the findings related to student satisfaction with the behavior of their teacher in the classroom. The majority of students agreed or strongly agreed that they are satisfied with the behavior of their teacher in the classroom. This finding suggests that teacher behavior can influence

student satisfaction and engagement in the classroom. Furthermore, the study findings suggest that effective classroom management and discipline can promote a positive and productive learning environment. For example, data shows that the majority of students agreed or strongly agreed that their teacher effectively manages the classroom and maintains discipline. This finding suggests that effective classroom management can promote a positive and productive learning environment, enhance student engagement, and improve student academic performance.

It is also essential for teachers to seek regular feedback from their students to improve their teaching practices and better meet the needs of their students. Table 24 shows that the majority of students agreed or strongly agreed that their teacher gives them feedback that helps them improve. This finding highlights the importance of providing regular and constructive feedback to students to promote academic growth and development.

DISCUSSION

The majority of the secondary school students (66.16%) agreed or strongly agreed with the statement, indicating that they feel their teacher makes them mentally ready for new lessons. The low standard deviation suggests that the responses were relatively consistent among the students. These results align with previous research that suggests using different teaching strategies, such as asking questions or providing examples, can enhance students' learning experiences.

Findings of this study align with previous research that suggests that active learning strategies, such as hands-on activities, can improve students' understanding and retention of material. These findings align with previous research that suggests that using examples can help students to understand abstract concepts and apply them to real-world situations.

CONCLUSION

In conclusion, the current study found that the enrollment of female secondary school students is almost evenly distributed between the 9th and 10th classes, with a slightly higher percentage of students enrolled in the 9th class. These findings are consistent with similar studies conducted in Pakistan and India.

Objective I

The findings indicate that students perceive their teachers as supportive, caring, and effective in the classroom. The majority of students agreed or strongly agreed that their teacher shows interest in helping students who work hard in class, provides clear and detailed instructions for assignments and projects, and motivates them for better learning. Moreover, the study findings suggest that teacher support and feedback can enhance student academic performance and promote student engagement in the classroom.

The study highlights the importance of effective classroom management, teacher support, and feedback in promoting a positive and productive learning environment. The findings emphasize the need for teachers to provide regular support and feedback to students to enhance their academic performance and improve their engagement in the classroom. Additionally, different teaching strategies may have varying levels of effectiveness depending on student preferences and learning styles. Teachers should aim to use a variety of teaching strategies to meet the needs and preferences of different students.

The results suggest that most secondary school students feel their teacher makes them mentally ready for new lessons. Further research is necessary to identify the specific teaching methods that can be most effective in helping students feel prepared for new topics.

—The results of the study indicate that many secondary school students feel their teacher shows

interest in helping them succeed in class. However, it may be necessary for teachers to ensure that all students feel supported and encouraged, regardless of their level of academic performance. Further research could investigate the most effective strategies for promoting a supportive learning environment.

The results suggest that secondary school students feel their teacher provides clear and detailed instructions for assignments and projects. However, some students were unsure about this statement, indicating that there may be room for improvement in terms of the clarity of instructions. Future research could investigate the most effective strategies for improving communication between teachers and students.

The results suggest that there may be room for improvement in terms of ensuring that all students feel equally valued and respected in the classroom. Further research could investigate the most effective strategies for promoting equality and inclusivity in the classroom.

Objective 2

The findings indicate that the majority of students were satisfied with the behavior of their teacher in the classroom. Effective classroom management, clear communication, and supportive teacher behaviors were found to be positively associated with student satisfaction.

The study findings have significant implications for educational policymakers, school administrators, and teachers, and can inform the design and implementation of effective policies and teaching practices that promote student engagement and academic performance. Effective teacher behaviors and classroom management practices can enhance student engagement, promote critical thinking skills, and improve overall academic performance.

Moreover, it is essential to prioritize creating a positive and supportive learning environment by valuing student opinions, promoting active learning, and encouraging class discussions. The study highlights the importance of regular feedback and effective communication in promoting academic growth and development. Teachers should seek regular feedback from their students to improve their teaching practices and better meet the needs of their students.

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