Teaching Behavior And Student Motivation: Bases For Curricular Enhancement In Physical Education

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Abstract

This research study examined the relationship between the teaching behavior of Physical Education instructors and student motivation in the Jose Rizal Memorial State University System context. Employing a descriptive-correlational method, the Study utilized validated research-made questionnaires on Teaching Behavior, Student Motivation, and Teacher-Respondents Instructional Support. 28 faculty members and 286 students were purposively selected as respondents. Mean, t-test and Pearson correlation were used as statistical tools for data analysis. The study results indicated that teachers demonstrated highly satisfactory performance in teaching behavior, both in dominative and integrative aspects, as perceived by both teachers and student respondents. However, a significant difference was observed between the perceptions of teachers and students regarding dominative and integrative behaviors.The findings revealed high motivation among students in Competence, appearance, fitness, and social relations. The Study revealed a significant relationship between integrative teaching behavior and student motivation, specifically in Competence. This suggests that the teachers' Competence plays a crucial role in exhibiting integrative behavior, as they need knowledge and skills in implementing interactive and integrative learning activities that sustain student motivation in Physical Education classes. This Study emphasizes the importance of teachers' behavior in the teaching-learning process. Teacher competence emerged as a critical factor in promoting integrative behavior, as it enables teachers to effectively utilize interactive and integrative instructional strategies that enhance student

motivation in Physical Education. The findings contribute to understanding the dynamics between teaching behavior and student motivation, emphasizing the significance of teacher-student interactions in fostering a positive learning environment.

Keywords: teaching behavior, student motivation, Physical Education, integrative behavior, competence behavior.

I. INTRODUCTION

This Study examines teaching behavior and student motivation, explicitly focusing on Physical Education. It seeks to understand how dominant or integrative teaching behaviors impact students' motivation and learning outcomes. Teaching behavior refers to the actions and qualities teachers display in the classroom, which shape the classroom climate and influence student engagement. Dominative behavior is characterized by strictness and control, while integrative behavior promotes open communication and student participation. On the other hand, motivation is seen as the driving force behind individuals' behavior and desire to achieve goals. It can be intrinsic (from personal enjoyment or interest) or extrinsic (resulting from external rewards or pressures). The Study recognizes the significance of teacher behavior and student motivation in the educational process and aims to explore their relationship to enhance teaching practices and improve student outcomes.

The Study has relevance and applicability in a continental context. Education systems across continents, such as Europe, Asia, Africa, and the Americas, emphasize effective teaching practices and student motivation. Teachers' behaviors and their impact on the classroom climate are crucial factors in promoting positive learning environments and enhancing student engagement.

Integrative teaching behaviors align with the principles of constructivist pedagogy, which emphasize collaborative Learning and the development of critical thinking skills (European Commission, 2015). On the other hand, dominant teaching behaviors, which restrict student autonomy and expression, may be viewed as less desirable in contemporary educational contexts.

For example, continental Europe increasingly emphasizes student-centered teaching approaches that foster open communication and active student participation.

Similarly, teaching behaviors promoting a positive classroom climate and encouraging student participation are valued in Asia.

Educators in countries like Japan and South Korea emphasize the importance of creating a harmonious and inclusive learning environment (Zembylas, 2019). Integrative teaching behaviors that foster open communication and respect for students' opinions align with these cultural values.

Many African countries strive to improve education quality and enhance student outcomes. In Africa, effective teaching behavior and student motivation are also key considerations in educational contexts. Teachers who exhibit supportive and engaging behaviors can positively impact students' motivation and learning outcomes (Adeyemi & Ayeni, 2019). Furthermore, intrinsic motivation is desirable to lead to better learning outcomes in African classrooms (Mpungose et al., 2017).

In the Americas, teaching behavior and student motivation are significant factors in educational settings. In North America, for example, student-centered approaches that promote active Learning and student engagement are widely encouraged (National Research Council, 2012). Similarly, Latin America increasingly recognizes the importance of student motivation and its impact on academic achievement (Ruíz-Gallardo et al., 2018).

This Study on teaching behavior and student motivation in Physical Education can be placed within the national context of education in the Philippines. In the Philippines, education is highly valued and plays a significant role in the development and growth of individuals and the nation. The education system aims to provide students with the knowledge, skills, and values necessary for personal and professional success.

Teaching behavior is crucial in creating an effective learning environment in the Philippine educational landscape. Teachers' behavior and instructional methodologies directly impact students' learning outcomes and overall educational experience. The Study recognizes that teachers exhibit different behaviors in the classroom, ranging from strict and authoritative to kind and lenient. These behaviors contribute to the classroom climate, fostering a positive and engaging learning atmosphere or creating a restrictive and fearful environment.

The student motivation is an essential aspect of the learning process. Motivated students are more likely to participate in classroom activities actively, show interest in the subject matter, and achieve higher academic performance. The Study acknowledges the importance of both intrinsic and extrinsic motivation in driving students' engagement and commitment to Learning. Intrinsic

motivation, characterized by personal enjoyment and interest, is more desirable as it leads to better learning outcomes than extrinsic motivation driven by external rewards or pressures.

By examining the relationship between teaching behavior and student motivation in the specific context of Physical Education, this study contributes to understanding practical pedagogical approaches in the Philippine education system. It aligns with the broader goals of the education system in promoting student-centered Learning, fostering positive classroom climates, and enhancing students' motivation and achievement.

In the Philippines, teaching behavior and student motivation are crucial factors in the educational system. The classroom climate and the teacher's behavior powerfully influence the learning environment and students' engagement. The teacher's personality and attitudes toward teaching significantly affect students' achievement and overall learning outcomes. A good teacher is expected to exhibit commitment, initiative, effective communication, and the ability to facilitate Learning effectively.

Intrinsic and extrinsic m

otivation is also highly relevant in the Philippine education system. Students' motivation drives their desire to learn and achieve their goals. Intrinsic motivation, rooted in personal enjoyment and interest, is more desirable and likely to lead to better learning outcomes than extrinsic motivation, which relies on external rewards or reinforcements.

Understanding the relationship between teaching behavior and student motivation is essential in the Philippine context to enhance the quality of education and improve student engagement and achievement. By fostering a positive classroom climate, promoting open communication, and encouraging student participation, teachers can effectively motivate students to become active learners and achieve their educational goals.

Understanding how teachers' behavior influences student motivation is crucial for improving the learning environment and enhancing student engagement and achievement. The significance of this research lies in its exploration of the relationship between Teaching Behavior and Student Motivation in the context of Physical Education. By examining the different types of teaching behavior, such as dominative and integrative behaviors, the Study sheds light on the classroom climate created by teachers and its impact on student learning experiences.

The findings of this study can have several practical implications. Firstly, they can inform teachers and educators about creating an inclusive and supportive classroom environment that encourages open communication and student participation. Teachers can benefit from understanding the impact of their behavior on student motivation and adjust their teaching strategies accordingly.

The study can contribute to the professional development of teachers by highlighting the significance of effective communication, understanding, and the ability to facilitate Learning. By recognizing the role of teacher personality and attitude in shaping teaching behavior, educators can focus on developing the necessary skills and competencies to foster positive classroom interactions.

The research emphasizes the role of motivation in driving students' self-improvement and achievement. Understanding the sources and types of motivation, such as intrinsic and extrinsic motivation, can help educators design instructional approaches that align with students' needs and interests. By promoting intrinsic motivation and creating meaningful learning experiences, teachers can enhance student engagement and promote better learning outcomes.

Understanding the impact of teaching behavior on student motivation is crucial for creating a positive and conducive learning environment that promotes student engagement and achievement in Physical Education. The problem addressed in this Study addresses the relationship between teaching behavior and student motivation in Physical Education. The Study investigates how different teaching behaviors, including dominative and integrative behaviors, influence student motivation in the classroom.

OBJECTIVES

The Study looked into the relationship between teaching behavior and students' motivation among the instructors and students respectively at Physical Education at Jose Rizal Memorial State University across campuses.

Specifically, it aims to answer the following objectives:

1. Find out the teaching behavior of the Physical Education Instructors as to dominative and integrative levels as perceived by the instructors and students;
2. Look into the levels of student motivation in Physical Education as to Competence, appearance, fitness, and social relations;

3. Explore a significant difference in teachers' and students' perceptions of the level of teaching behavior of the Physical Education instructors; and
4. Explore a significant relationship between the teaching behavior of the Physical Education instructors as to dominative and integrative levels and the level of the student motivation in Physical Education as to Competence, appearance, fitness, and social relations.

II. METHODOLOGY

This Study employed a quantitative research approach using the descriptive-correlational method. This methodology was chosen to examine the relationship between Teaching Behavior and Student Motivation in Physical Education. The participants in the Study included 28 faculty members from the JRMSU System who teach Physical Education courses, as well as 286 students who were selected through systematic sampling. Data were collected using a questionnaire consisting of three sets. The first set of the questionnaire focused on capturing the teachers' perceived teaching behavior, which was assessed using a four-point scale. The study aimed to analyze the extent of the relationship between teaching behavior and student motivation in the field of Physical Education using the collected data.

Behavior following a four-point scale.

Responses	**Continuum**	**Interpretation**
(4) Always	3.26 – 4.00	Very Satisfactory (VS)
(3) Often	2.51-3.25	Satisfactory (S)
(2) Sometimes	1.76 – 2.50	Fair (F)
(1) Never	1.00 – 1.75	Poor (P)

Second, is a researcher-made questionnaire used to determine the students' motivation following a four-point scale.

Responses	**Continuum**	**Interpretation**
(4) Always	3.26 – 4.00	Very High (VH)
(3) Often	2.51-3.25	High (H)
(2) Sometimes	1.76 – 2.50	Low (L)
(1) Never	1.00 – 1.75	Very Low (VL)

Third is a researcher-made questionnaire used in determining teacher-respondents' instructional support as to the teaching support, monitoring, and peer assessment following a four-point scale.

Responses	**Continuum**	**Interpretation**
(4) Always	3.26 – 4.00	Very High (VH)
(3) Often	2.51-3.25	High (H)
(2) Sometimes	1.76 – 2.50	Low (L)
(1) Never	1.00 – 1.75	Very Low (VL)

The data were treated using weighted mean, Person Moment Correlation of Coefficient, and T-test and encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 10.0), Minitab Statistical Software, and Microsoft Excel Data Analysis ToolPak. Statistical tests were at a 0.05 level of significance.

III. RESULTS AND DISCUSSION

Table 1. Respondents' Teaching Behavior

	Teachers' Perceptions		**Students' Perceptions**	
	WM	**QI**	**WM**	**QI**
Variable	3.96	VS	3.53	VS

Dominative Integrative	3.95	VS	3.50	VS

Table 1 provide valuable insights into the teaching behavior of the respondents, both from the perspective of the teachers and the students. The table displays the mean scores for two variables: "Teachers' Perceptions" and "Students' Perceptions." These variables are further divided into two subcategories: "WM" (which stands for "Working Memory") and "QI" (which stands for "Questioning and Inquiry"). The mean scores indicate the average rating given by the respondents, with higher scores reflecting more positive perceptions. According to the results, teachers' perceptions of their teaching behavior regarding working memory (WM) received a mean score of 3.96, indicating a generally positive perception. The relatively high mean score suggests that teachers perceive their working memory strategies to be successful and beneficial for their student's learning experiences. This suggests that teachers effectively utilize working memory strategies in their teaching practices, such as organizing and processing information, facilitating Learning, and supporting cognitive processes.

Similarly, teachers' perceptions of their questioning and inquiry (QI) practices received a mean score of 3.95, reflecting positive perceptions. This indicates that teachers effectively engage students through questioning techniques, promoting critical thinking, curiosity, and active participation in the learning process. The high mean score suggests that teachers perceive their questioning and inquiry practices as effective in facilitating meaningful Learning and fostering a supportive and interactive classroom environment.

From the students' perspective, their perceptions of teachers' teaching behavior regarding working memory received a mean score of 3.53, indicating positive perceptions, albeit slightly lower than the teachers' perceptions. The mean score suggests that students perceive their teachers' working memory strategies to be moderately effective in supporting their Learning and understanding of the subject matter. This suggests that students recognize and appreciate the efforts made by their teachers to employ working memory strategies in their teaching practices.

Similarly, students' perceptions of teachers' questioning and inquiry practices received a mean score of 3.50, reflecting positive perceptions but slightly lower than the teachers' perceptions. This indicates that students recognize and value their teachers' efforts to

engage them through questioning techniques. However, the mean score suggests that students perceive the effectiveness of these practices to be slightly lower than what the teachers perceive.

The research results indicate that teachers and students generally have positive perceptions of teaching behavior regarding working memory strategies and questioning and inquiry practices. However, it is essential to note that there is a slight discrepancy between the perceptions of teachers and students, with teachers perceiving their practices to be more effective than students do.

These findings have implications for educational practices and pedagogy. They highlight the importance of teachers' efforts to employ effective working memory strategies and questioning techniques, as they are recognized and valued by both teachers and students. The results suggest that teachers' practices align with their perceptions, indicating self-awareness and intentionality in their teaching approaches. To further enhance teaching effectiveness, it may be beneficial for teachers to seek student feedback and engage in reflective practices to bridge the gap between their and students' perceptions.

Table 2. Significant Difference Between the Teachers' and Students' Perceptions of the Teachers' Teaching Behavior

Construct	Test Statistics		**Interpretation**
	t value	p-value	
Perceptions of Teachers and Students as to:			
Dominative	4.96	0.00**	Highly Significant
Integrative	5.87	0.00**	Highly Significant

Legend: 0.00-0.01** Highly Significant
*0.02-0.05 Significant
above 0.05 Not Significant

Table 2 shows a significant difference between the perceptions of teachers and students regarding the teachers' teaching behavior, specifically in the construct of "Dominative" and "Integrative." The table displays the test statistics, including the t-value and p-value,

which indicate the significance of the difference observed between the two groups.

For the construct of "Dominative," the t-value is 4.96, and the p-value is 0.00** (highly significant). This indicates that there is a statistically significant difference between the perceptions of teachers and students regarding the dominant aspect of teaching behavior. The highly significant p-value suggests that the difference is unlikely to have occurred by chance. It signifies that teachers and students hold divergent views or experiences regarding the dominant nature of teaching behavior.

Similarly, for the construct of "Integrative," the t-value is 5.87, and the p-value is 0.00** (highly significant). This indicates a statistically significant difference between the perceptions of teachers and students regarding the integrative aspect of teaching behavior. The highly significant p-value suggests that the difference is not due to chance. It highlights the contrasting perspectives or experiences of teachers and students regarding the integrative nature of teaching behavior.

The significant differences observed in both constructs indicate a disparity between how teachers perceive their teaching behavior and how students perceive it. This finding is noteworthy as it suggests a disconnect or misalignment between the teachers' self-perceptions and the student's perceptions of their teaching behavior.

These results have important implications for teacher-student dynamics and classroom interactions. The significant differences indicate a need for increased communication and understanding between teachers and students. It highlights the importance of fostering open dialogue, active listening, and feedback mechanisms to bridge the gap between teachers' and students' perceptions of teaching behavior. By addressing this disconnect, educators can create a more conducive and inclusive learning environment that better meets the needs and expectations of students.

Further research and exploration are warranted to investigate the specific factors contributing to the differences in perceptions. Qualitative studies, such as interviews or focus groups, could provide insights into the underlying reasons behind these contrasting perspectives. Additionally, exploring the impact of the perception gap on student learning outcomes and overall classroom dynamics would be beneficial for future studies.

Table 3. Student-Respondents' Level of Motivation

Construct	WM	Standard Deviation	Interpretation
Competence	3.53	0.4111	VH
Appearance	3.61	0.4321	VH
Fitness	3.63	0.4588	VH
Social	3.69	0.3916	VH
Overall Weighted Mean	2.67	0.216	High

Legend:

3.26-4.00 Very High (VH)	1.76-2.50 Low (L)
2.51-3.35 High (H)	1.00-1.74 Very Low (VL)

Table 3 provides insights into the student respondents' level of motivation in different constructs: Competence, Appearance, Fitness, and Social. The table includes the weighted mean (WM), standard deviation, and interpretation of the results.

For the construct of Competence, the weighted mean is 3.53, indicating a high level of motivation among the student respondents. The standard deviation of 0.4111 suggests that the responses are relatively consistent and clustered around the mean. The interpretation of "Very High (VH)" signifies that the student-respondents exhibit a strong motivation related to their perceived Competence.

Similarly, for the Appearance, Fitness, and Social constructs, the weighted means are 3.61, 3.63, and 3.69, respectively. These values also indicate high motivation levels among the student-respondents in these areas. The corresponding standard deviations (0.4321, 0.4588, and 0.3916) suggest relatively consistent responses and clustering around the means. The "Very High (VH)" interpretations highlight the student respondents' strong motivation regarding their appearance, fitness, and social aspects.

Overall, the weighted mean for the overall level of motivation is 2.67, indicating a high level of motivation among the student-respondents. The standard deviation 0.216 suggests relatively consistent responses and clustering around the mean. The interpretation of "High" signifies the overall positive motivation exhibited by the student-respondents. These results suggest that the student-respondents in the Study are highly motivated across various constructs, including Competence, appearance, fitness, and social aspects. This finding is crucial as it indicates that the students have a strong drive and enthusiasm in these areas, which can positively impact their engagement, participation, and overall academic performance.

The high levels of motivation observed in the Study can be attributed to various factors such as self-efficacy, personal interests, social interactions, and the supportive environment provided by teachers and peers. Educators must recognize and build upon this motivation to enhance student learning experiences and outcomes.

Table 4. Significant Relationship between the Teachers' Teaching Behavior and Students' Motivation

	Test Statistics		
Construct	**r value**	**p-value**	**Interpretation**
Dominative Teaching Behavior and:			
Competence	0.092	0.123	Not Significant
Appearance	0.084	0.155	Not Significant
Fitness	0.095	0.110	Not Significant
Social Relations	0.084	0.155	Not Significant
Integrative Teaching Behavior and:			
Competence	0.248	0.00**	Highly Significant
Appearance	0.003	0.955	Not Significant
Fitness	0.103	0.084	Not Significant
Social Relations	0.00	0.998	Not Significant

Legend: 0.00-0.01** Highly Significant
*0.02-0.05 Significant
above 0.05 Not Significant

The research results presented in Table 4 explore the significant relationship between teachers' teaching behavior and students' motivation. The table includes the correlation coefficient (r-value), p-value, and interpretation of the results for each construct: Dominative Teaching Behavior and Integrative Teaching Behavior, and their relationship with Competence, Appearance, Fitness, and Social Relations.

For Dominative Teaching Behavior, the correlation coefficients between the teaching behavior and the constructs of Competence, Appearance, Fitness, and Social Relations are 0.092, 0.084, 0.095, and 0.084, respectively. However, none of these correlations are statistically significant, as indicated by the p-values above 0.05. This suggests that no significant relationship exists between Dominative Teaching Behavior and students' motivation in the identified constructs.

Similarly, for Integrative Teaching Behavior, the correlation coefficients between the teaching behavior and the Competence, Appearance, Fitness, and Social Relations constructs are 0.123, 0.155, 0.110, and 0.155, respectively. Again, none of these correlations are statistically significant, as the corresponding p-values are above 0.05. Therefore, there is no significant relationship between Integrative Teaching Behavior and students' motivation in the identified constructs.

These findings indicate that the teaching behavior exhibited by the teachers, whether dominative or integrative, does not significantly influence the students' motivation regarding Competence, Appearance, Fitness, and Social Relations. It suggests that factors other than the teaching behavior of the educators might be contributing more significantly to student motivation in these areas.

It is important to note that these results should be interpreted cautiously, as non-significant correlations do not necessarily imply a lack of relationship between the variables. Other factors, such as individual differences, classroom dynamics, and external influences, may contribute to students' motivation and should be considered in future research.

Further investigations could explore additional variables and factors affecting students' motivation, such as instructional methods, classroom environment, teacher-student relationships, and individual differences in students' needs and interests. Understanding these factors can inform the development of effective teaching strategies and interventions that foster student motivation and engagement.

IV. CONCLUSION AND RECOMMENDATION

This Study concluded that the students and teachers perceived teachers' behavior as dominative and integrative as an essential factor in teaching-learning. The instructors handling Physical Education courses in the JRMSU system had shown positive behavior toward the students, which is vital in teaching-learning. They created an environment that is conducive to Learning. Thus, instructors handling

physical education courses may continue to display student-friendly behavior to foster a positive environment that is conducive to Learning. Students enrolled in the subjects may not provoke their teachers and trigger them to lose their patience, leading to corporal punishment.

There is also a significant variation in the respondents' ratings of the teacher's behavior regarding dominative and integrative types. The younger and older generations of respondents along this line generally differ in their ratings and interpretation of dominative and integrative teacher behavior. Hence, the instructor's choice of displaying their behavior as dominative or integrative would affect the student's performance in the class. Thus, the teachers may determine what type of learners they have and assess what type of behavior applies to them. Moreover, the college dean may conduct unannounced class observations to monitor the instructor's behavior in the class, and students' feedback may be sought regularly to justify the instructor's behavior.

Further, students who were enrolled in any Physical Education courses were enthusiastic and eager to attend their classes and were motivated as if the teachers were competent and showed mastery and excellence in teaching, attractive and neat in appearance, health benefits derived, and belongingness, acceptance from peers, and other social benefits derived. The instructors' integrative teaching behavior affects students' motivation toward Competence. Therefore, instructors may equip themselves with different collaborative and integrative activities and interactive teaching strategies to motivate students to attend classes.

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