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AN INVESTIGATION INTO THE ROLE OF TEACHERS' IN DEVELOPMENT OF STUDENTS' ACADEMIC BEHAVIOR AT PRIMARY LEVEL

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ABSTRACT

Teachers' role is very important in the development of students' academic behavior. Learners spend a majority of their time within the educational institution, where they not only acquire academic knowledge but also keenly observe and learn from their teachers. In addition to academic expertise, students learn vital socio-cultural skills from their teachers. A teacher who prioritizes holistic student development imparts invaluable lessons in respect, interpersonal and intrapersonal communication skills, cultural awareness, moral values, and problem-solving abilities. This study explores an investigation of the teachers' role in developing students' academic behavior, an underexplored subject in the existing literature. To facilitate comprehension, this research breaks down the components that constitute students' academic behavior. These components encompass students' motivation in completing homework, proficiency in study techniques, organizational aptitude, collaborative learning abilities, and motivation. Employing a quantitative research design, the study collected data using a stratified sampling technique. The study's population comprised 81,400 students and 2,760 teachers from government primary schools in District Shangla. A representative sample of 350 teachers and 350 students, drawn from 350 distinct primary schools, participated in the research. Data collection relied on a self-developed questionnaire and subsequent analysis using SPSS. According to the research findings, the majority of students expressed agreement, as indicated on the Likert scale, regarding the pivotal role of teachers in nurturing students' academic behavior. The results underscored that teachers wield significant influence over holistic child development. Respondents affirmed that study skills, homework completion, organizational proficiency, collaborative skills, and motivation collectively contribute to enhanced academic behavior. In summary, teachers play a pivotal role in fostering positive student academic behavior."

Keywords: Behaviors, student's academic behaviors, motivation, study skills, Homework completion, cooperative skill, primary schools

INTRODUCTION

Students are more motivated to succeed in school or in everyday life when they feel that their teacher cares about their progress and honestly assesses their faults and talents. It is simpler to keep students motivated when they receive honest feedback and assistance in improving their weak areas. As a teacher play the leading role in holistic development of child's, the student's spend most of their time in the institute, where students learn from their teachers, and students notify every action of the

teacher, student not only learn the textbooks or course but also learned other behavior like social behaviors, cultural behaviors, and respect from their teachers. Students learn inter and intra personal communication skills, moral and problem solving skills from their teachers (Khan et al., 2018). According to Kim and Seo (2018) educators with more accommodating behavioral tactics have a positive impact on their students' motivation and general academic behavior and conduct. There are different factors that influence students' lives, but one of the most important factors is a teacher. A teacher assists students in developing their personalities as well as improving their academic abilities. A teacher is a role model if he or she is concerned with both a student's academic and personal development. Teacher's attitudes and behavior are equally important for students' long-term success as academic achievements. The guidance of teachers' and instructional practices shows an important character in the development of students' academic behavior. Behavior is the posturing outcome of the students' academic performance. Teaching approaches state that the teachers' must have an ideal technique for the resolution of difficulties in development of students' academic behavior.

According to Mehdipou and Balaramulu (2013) they are of the opinion that education is the process by which a situation with gaps or difficulties are identified and the person attempts to solve the issue. Throughout his or her professional career, a teacher assumes a variety of positions. The teachers' serves as a guide, counsellor, mentor, custodian, examiner, curriculum creator, critical thinker, facilitator, researcher, curricular co-organizer, and administrator, among other functions. Thus, teachers' perform a variety of tasks during their professional careers, and many of these roles have both immediate and long-term effect on students' academic performance and general conduct (Khan et al., 2018). The very earliest tradition placed a premium on classroom observation as a means of identifying certain aspects of teaching practices. Almost all of these categories, such as instructor's connections with students, classroom organization skill, study habits, assignment completion, and time managements within certain curricular areas, aim to foster students' academic proficiency.

A research conducted by Krischler and Pit-ten Cate (2019) says that students' learning style is not given the same priority as research and practice of education. The focus however should be on the overall development of the students' academic behavior. Teaching process is a methodology which teachers' uses in class for delivering the knowledge to the student. It includes study skills, leadership, time management and homework completion. Behavior are focus on both characteristic of students that maybe verbal or non-verbal, as well as on the student's academic performances. The mean of the students' academic behavior is students' learning that is mostly formed by a teacher through coaching or instructional styles. When the learner approach is learning from the perspective of both the instructor and the student, an exponential growth in understanding occurs. When students advanced thinking patterns are developed, the classroom environment becomes more conducive for new and interesting ideas because they may draw on their diverse background of experiences. The capacity to self-regulate may be enhanced by instructors demonstrating effective organizational and managerial frameworks. One of the most essential responsibilities of instructors is to cultivate student self-confidence. High-quality teaching in terms of emotional and organizational supports and strategies is equally significant to learners (Özdemir, 2019).

BEHAVIOR

In psychology and education, learning theories are used to demonstrate how people learn. As a result, they help psychologists and educators understand the complexities of learning. Learning theories are divided into three major perspectives: behaviourism, cognitivism, and constructivism. Cognitive theory is a psychological learning theory that seeks to better understand how people think in order to explain human behavior. Behavior is not something that is innate; rather, it is something that is learned from various places, such as the home, school, college, university, and other locations. It should be developed based on observing behaviors that can be quantified. The impact of behavior can be either positive or negative, depending on the circumstances (Fritscher, 2007). According to B.F. Skinner (1990), as cited by Vijayalakshmi (2019), mistakes teach valuable lessons to children and students. In other

words, if children enjoy themselves as a result of their actions, they are more likely to repeat them. Children are less likely to repeat a behavior if it causes them discomfort. Skinner suggests using reinforcement techniques to encourage positive behavior in children and discourage negative behavior. Parents and teachers can use two strategies at home and in the classroom: rewarding good behavior and discouraging bad behavior. Practitioners can use reinforcements in early childhood settings to create a positive environment in which children can learn about appropriate and inappropriate behavior (Vijayalakshmi, 2019).

STUDENTS' ACADEMIC BEHAVIOR AND ITS COMPONENTS

Academically, being a successful student is demonstrated by coming to class prepared with the necessary materials, attending class regularly, actively participating in class, and devoting time to studying and completing homework outside of class (Farrington et al., 2012). Therefore, academic behavior is essential because it leads to current and future success (Areepattamannil & Freeman., 2018). A student's viewpoint, decision-making, tenacity, learning efforts, and interactions with the school community are all crucial components in determining their academic behavior (Rigel, 2012). This behavior is mainly influenced by multiple factors, such as socioeconomic factors, parental factors, peer factors, and school factors. Furthermore, studies have shown that students' behavior reflects their mental readiness for learning. By taking revolutionary steps, they display their creativity and problem-solving abilities. The emotional and social climate has an effect at home and at school. Additionally, Shah (2009) asserts that the teacher-student connection exists to advance the latter's education. The term academic behaviors of students' refers to student acquiring knowledge that is primarily impacted by the teachers' teaching or instructional approaches, as well as by the teacher's non-teaching conduct, whether outside or within the classroom. Instructor techniques include ideas, skills, morale and more information transfer to students. Additionally, it encompasses the motivation of students' and the teachers' responsibility in fostering a healthy classroom atmosphere.

According to Allensworth and Easton (2007) academic behavior is highly correlated with school engagement and success. They include attending class, doing homework, participating in class activities and peer discussions, arriving to school in an organized manner and ready to learn. These behaviors have been linked for the improvement of student academic behavior. Additionally, it encompasses the motivation of students and the teacher's responsibility in fostering a healthy classroom atmosphere. Thus, teacher actions are highly dependent on both the traits of successful teaching and non-teaching instructions. Therefore, for boosting students' academic behavior study habits is one of the most important predictor for achieving the desired goal and objective. Study habits are techniques for learning a particular subject. Students develop this type of behavior systematically in order to learn and improve their academic behavior. In addition according to Khan et al, (2018) Student's academic behavior is the total of their various academic characteristics, and it is a subject that has received little attention in the literature. Study skills, homework completion, organizational skills, cooperative learning skills, and motivation are all sub-components of academic behavior.

STUDY HABITS

Study habits are the learner's approach to studying. According to Ibrahim et al. (2021), study habits are multifaceted perceptions that entail the development of a study plan, the arrangement of materials, time management, and note-taking in class. These habits are guided by a student's behavioral model to form an organized procedure towards self-learning and maintain this procedure properly in their academic life. Study habits not only influence the academic modification of students' behavior but also shape their social adjustment even after school years. A student's daily routine includes study habits, which significantly contribute to the progression of knowledge and perceptual skills. These habits ultimately define a person's capacity for learning, their goals, and how far they hope to progress in their chosen academic or professional field. All of this can be determined by one's enduring study habits (Tus, 2020). In addition, Shetty and Srinivasan (2014) emphasize the importance of study skills in academic behavior. They suggest that understanding can be

facilitated by background music, experiments, and demonstrations. Furthermore, they highlight that academic self-efficacy and support from teachers and institutions can enhance the effectiveness of these skills, particularly for underprepared students. Some effective study habits, as suggested by Naila (2014), include reading effectiveness, note-taking skills, time management, active participation, concentration, and creating a conducive study environment. Similarly, according to Lei (2020), effective study habit strategies encompass organizing and planning, reading, taking notes during lectures, critical thinking, revising academic writing, and preparing for exams and tests.

HOME WORK COMPLETION

Homework is an academic task related to course material and is assigned by teachers to manage students' time after school hours. Students who pay attention to their homework and complete assignments on time will likely improve their grades. Additionally, various studies have recommended homework completion as an organizational tool used by many teachers. This organizational tool helps motivate students to complete their homework and effectively prioritize and organize their daily tasks and activities (Hopkins, 2005; Shellard & Turner, 2004). Research shows that learners who are able to finalize their home assignments are opposed to maintain their learning strategies and boost their academic behavior (Grodner & Rupp, 2013; Ramdass & Zimmerman, 2011). Different scholars, researchers and institutions have defined homework as strengthening previously delivered knowledge in class (Cooper, 2007; Pytel, 2007). Homework assignments help students develop their critical thinking skills, retain in-class knowledge, motivate personalized learning, and generally boost and empower students' academic behavior (Cooper, Robinson, & Patall, 2006; Vatterott, 2010). Similarly, according to Vatterott (2010), homework has been shown to assist students in understanding course material and performing better on end-of-course exams. Since elementary school, there has been a consistent positive correlation between students' homework completion and their academic development. In a parallel study, Yang and Tu (2020) examined Chinese teenagers' homework management practices. They found that high-achievers were more likely to create an organized environment, manage their time, handle distractions, maintain motivation, and control negative emotions, which ultimately led to better results.

ORGANIZATIONAL SKILL

In the digital world and contemporary society, organizations and institutions seek capable and experienced candidates with strong organizational skills. Teachers play a crucial role in developing and enhancing these skills in students. This includes self-management, time management, goal setting, motivation, planning and design, reflective and creative thinking, as well as communication and evaluation skills. To improve students' organizational skills, they can take on the responsibility of regulating task-focused behavior, planning, organizing, taking appropriate actions, using effective strategies, and showing flexibility. Organizational skills empower students to manage their time effectively, refine their planning abilities, and organize their materials systematically. When students develop these organizational skills, they can more freely and easily monitor themselves, calculate their progress, and enhance their academic performance (Jacobson, Williford, & Pianta, 2011). In a research conducted by Bos and Vaughn (2006), they argued that teachers have the everyday task of promoting students' organizational skills in the classroom and at school. Teachers inspire and motivate students to ask questions in class handle stressful situations, seek help when needed, approach responsibilities with an open mind, and develop a positive sense of confidence and motivation. Organizational skills are important for the success of students, and a school or institute requires these skills to support students in completing their work effectively and on time, allowing learners to acquire knowledge and understand their tasks. Allowing students to set their own goals and work towards them is essential. Students' organizational skills empower them to excel in their chosen project. According to Dawson and Guare (2010), they found that the "ability to create and maintain an information or material tracking system" is crucial (p. 1). In the view of Mastropieri and Scruggs (2007), they stated that being organized is especially important for students because it teaches them how to prioritize tasks, take action to achieve targets, and deal with

stress. When students possess good organizational skills, it becomes easier for them to collaborate with others, thereby improving the quality and performance of students.

COOPERATIVE LEARNING SKILL

Cooperative learning is an educational approach that involves students working together in small groups to achieve collective goals. This approach encourages students to interact, collaborate, and support each other while learning. Studies have shown that cooperative learning can improve student achievement and motivation, enhance self-esteem, and provide a more enjoyable learning experience (Johnson, Johnson, & Holubec, 1998; Slavin, 1995). Additionally, cooperative learning helps students develop important skills, such as communication, problem-solving, and critical thinking. Furthermore, this approach can promote a more inclusive classroom environment, as it allows all students to be actively engaged in the learning process (Johnson et al., 1998). Hashmi, Khalid, and Hussain (2020) found cooperative learning to be an effective educational technique for students of all academic levels. It offers high interdependence, interaction, quality experiences, and positive reinforcement. It boosts morale, builds communication skills, and addresses conflict. The study recommends cooperative learning environments in curriculum development and textbook publication. In a parallel Aziz and Hossain (2010) discovered that cooperative learning is a beneficial instructional method that stimulates student curiosity, academic achievement, and drive. Similarly, Mitnik et al. (2009) explained it as a situation in which pupils work together to reach a common target and reap the rewards of mutual competencies. Chiu (2008) posits that knowledge can be created through active engagement and sharing experiences among students and communities. Low-cost access networks facilitate collaboration, enabling students to create diverse educational materials and assessment methods. According to Dyson, Griffin, and Hasite (2004) cooperative learning, is a student-centered approach, which involves the teacher as a facilitator and students as learners. It helps students understand concepts, develop competency, and tackle challenges outside the classroom. Research shows its positive impact on educational achievements, interpersonal connections, and self-worth.

MOTIVATION SKILL

Motivation is a vital element for students to enhance their learning (William & William, 2011). This essential quality has the capacity to keep learners dedicated and determined, despite any challenges or hindrances they may come across. It provides students with the impetus to reach their desired objectives. In the words of Niles and Campbell (2006), motivation is the level of exertion and enthusiasm exerted to achieve a particular goal. Santrock (2006) considers motivation to be a mechanism that supports, guides, and sustains a person's behavior. According to Pintrick and Schunk (2002), motivation is defined as the process by which a person is encouraged to engage in and maintain goal-oriented behavior. This process is influenced by actions such as task selection, efforts, perseverance, and verbalization. Dörnyei (2001) has observed that motivation pertains to "the choice of a particular action," "the persistence with it," and "the effort expended on it." Motivation in learning significantly enhances cognitive abilities, persistence, performance, attendance, creativity, and innovation. Teachers play a crucial role in creating a conducive environment for students, despite their inherent knowledge-gaining abilities (Johnson 2017). Amir and Kamal (2011) found that learning requires active participation from both teachers and students, with motivation being a crucial component. Students' achievements are influenced by their motivation, learning style, academic behavior, self-activation, and commitment to study. According to Ryan and Deci (2000) (pp. 56), "Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or rewards." Additionally, according to Lee (2012), intrinsic motivation is what guides students/individuals to complete a task or assignment for their inner satisfaction and enjoyment. Intrinsic motivation is an innate desire to learn. People who are intrinsically motivated do not require punishments or rewards to help them focus on their efforts. Young children are frequently driven by their natural curiosity and

exhibit intrinsic motivation. This type of motivation normally encourages more value and effective learning in the classroom. Numerous studies show that kids who are intrinsically motivated can boost their academic behavior and learn better. Daniels (2008) noted that one of the most critical principles of learning is student motivation. It was observed that students in a classroom have varying levels of motivation, ranging from those with a strong interest in their studies to those without. To help foster this concept, learning activities can be employed to further develop it in the minds of students. According to a study conducted by Deci and Ryan (2000), extrinsic motivation is defined as an individual's motivation driven by external factors such as rewards or punishments. It is associated with behaviors performed to obtain tangible rewards or to avoid punishment. The study also found that extrinsic motivation can be detrimental to intrinsic motivation, as it can lead to a decrease in intrinsic motivation, creativity, and self-determination. In a study conducted by Reeve, Jang, Carrell, Jeon, and Barch (2004), the authors found that extrinsic motivation can be effective for achieving short-term goals but may be less effective for achieving long-term goals. They suggest that intrinsic motivation is more effective for achieving long-term goals, as it involves a greater commitment and a greater sense of self-determination.

OBJECTIVES OF THE STUDY

To investigate the components of students' academic behavior.

To understand the relation of teachers' role in developing student's academic behavior.

To identify the relationship between teacher role and students' academic behavior.

RESEARCH QUESTIONS

The aforementioned objectives will answer the following research questions,

RQ1 What are different components of student's academic behaviors?

RQ2 How teachers are contributing in the development of student's academic behavior?

RQ3 What is the relationship between teachers' role in students' academic behavior?

RESEARCH METHODOLOGY

This research focuses on the investigation of teachers' role in the development of students' academic behavior. The aim of the study is to examine the instructor's contribution to the development of students' academic behavior. The study was quantitative and descriptive in nature, and in this study, the researcher investigated the teachers' role in the development of students' academic behavior. The current study followed a quantitative design. Quantitative research involves the collection of numeric data and an analytical framework to determine whether the formulated hypotheses are accepted or rejected. This approach relies on primary or secondary data, and in the case of user perceptions, primary data was collected. Additionally, this research design allows the investigator to generalize the findings to a larger study population, expanding the scope of the study and providing policy makers with a solid foundation for their policy statements.

POPULATION OF THE STUDY

The overall population of the research comprised all primary students and their teachers in government primary schools in District Shangla. Primary schools play a crucial role in education, serving as the backbone of every education system. According to data from EMA (2021-Distt Shangla), there are 81,400 students and 2,760 primary school teachers in 425 government primary schools in District Shangla.

S.NO.	Total Schools	Total Primary School Teachers	Total Students
1	425	2760	81,400

District Shangla Schools Population

SAMPLING AND SAMPLE GROUP

The sample for this study was selected using stratified random sampling. In this study 350 teachers' and 350 students were participated from 350 different schools.

DATA COLLECTION TOOLS

A questionnaire was employed as a tool for gathering data. Data from the students and teachers' were gathered using a self-created questionnaire with a Likert scale, and descriptive statistics such as percentage, mean score, and standard deviation were used to analyze the results. The Statistical Package for Social Sciences (SPSS) was used to analyze the data.

RESULTS

1). Study Skill as Students' academic behavior)

Table 1

Students study skill

Statement	Mean	Std	df	Chi-Value	Sig
I believe that preparing timetable for study can boost our study routine.	4.2943	.85090	4	386.543	.000
I believe that making notes in the class during lecture can improve my study skill.	4.1514	.84801	4	334.086	.000
I believe that students frequently struggle in school education due to lack of effective study habits.	4.2000	.79756	4	321.200	.000
I believe while taking notes during the study I know how to use these notes later	4.1286	.81394	4	304.943	.000
I believe that writing notes from the book while reading can improve my study skill.	4.3286	.77425	4	375.943	.000
I believe that while reading, I underline key words and sentences which can help me in my study.	4.3800	.66094	4	252.537	.000
I believe that i can improve my study skill through reading and writing.	4.4686	.64491	4	452.857	.000
I believe that asking help from the teacher to answer questions can improve our study habits.	4.3543	.73017	4	375.943	.000
I believe that active participation in classroom activities can boost my study skill.	4.0629	1.084694		262.429	000
I believe that I am comfortable in study with background music.	3.0200	1.361424		9.743	.045

Table 1 reveals that the majority of respondents agreed on several key factors related to improving their study habits. With a mean score of 4.2943 and a Standard Deviation of 0.85090, most participants believed that preparing a study timetable can enhance their study routine. Similarly, a mean score of 4.1514 (Standard Deviation: 0.84801) indicates that respondents thought that making notes during classroom lectures can improve their study skills. Furthermore, with a mean score of 4.2000 (Standard Deviation: 0.79756), it's evident that many agreed that students often struggle in school due to a lack of effective study habits. Additionally, the mean score of 4.1286 (Standard Deviation: 0.81394) shows agreement among respondents regarding the benefits of making study notes when they know how to use them later for better understanding. Moreover, a mean score of 4.3286 (Standard Deviation: 0.77425) highlights the belief that writing notes from the book while reading can enhance study habits. Likewise, a mean score of 4.3800 (Standard Deviation: 0.66094) suggests that respondents think underlining key words and sentences while reading is beneficial for their studies. Furthermore, with a mean score of 4.4686 (Standard Deviation: 0.64491), respondents expressed their belief in improving study habits through reading and writing. Additionally, a mean score of 4.3543 (Standard Deviation: 0.73017) shows that most respondents agreed that seeking help from teachers to answer questions can improve their study habits. Similarly, a mean score of 4.0629 (Standard Deviation: 1.08469) indicates that respondents believe active participation in classroom activities can enhance their study skills. Lastly, with a mean score of 3.0200 (Standard Deviation: 1.36142), respondents expressed their comfort with background music while studying.

Home work as Students' Academic Behavior

Table 2

Students Homework Completion

S.No	Statements	Mean	Std. Deviation	df	Chi-Square	sig
1	My teachers assign me homework.	4.4200	.73640	4	416.629	.000
2	My teacher checks and gives me feedback when I complete my assignments.	4.3457	.70032	3	247.737	.000
3	Teachers' regular emphasis helps students to complete their homework.	4.3686	.65440	3	255.783	.000
4	Homework keeps students on track in terms of course coverage and class work.	4.3571	.70682	3	233.474	.000
5	My teachers help me when I face learning difficulty in completing homework.	4.3457	.77786	4	372.486	.000

Table 2 highlights homework as a significant aspect of students' academic behavior, with a mean score of 4.4200 and a standard deviation of 0.73640, indicating that most respondents agreed that teachers assign homework to students. Similarly, the mean score of 4.3457 (Standard Deviation: 0.70032) suggests that most respondents also agreed that teachers check assignments and provide feedback upon completion. Additionally, the mean score of 4.3686 (Standard Deviation: 0.65440) specifies that the majority of respondents believe that teachers' regular emphasis aids students in completing their

homework. Furthermore, with a mean score of 4.3571 (Standard Deviation: 0.70682), it is evident that most respondents agree that homework plays a crucial role in keeping students on track in terms of course coverage and classwork. Finally, a mean score of 4.3457 (Standard Deviation: 0.77786) indicates that most respondents hold the opinion that teachers assist them when they face difficulties in completing homework.

Organizational Skill as Students' academic behavior

Table 3

Students Organizational skill

S. No	Statement	Mean	Std. Deviation	df	Chi-value	sig
1	I believe that arriving to classes and other meetings on time can help us to manage our time well.	4.3143	.78567	4	378.857	.000
2	For better planning and organizing of daily activities, it is necessary to have an efficient reminder system.	4.2257	.78154	4	343.400	.000
3	Is it helpful for you to plan and organize activities for the next day at the end of the day?	4.3229	.79128	4	353.600	.000
4	Do you think that you should avoid the activities that tend to interfere your planned schedule?	4.1200	.86802	4	286.257	.000
5	Is it necessary to devote sufficient time to each subject every day?	4.3029	.89554	4	343.857	.000

Table 3 specifically addresses organizational skills as a part of students' academic behavior. The mean score of 4.3143 (Standard Deviation: 0.78567) indicates that respondents agreed on the importance of arriving to classes and other meetings on time as it helps in effective time management. Similarly, with a mean score of 4.2257 (Standard Deviation: 0.78154), it's highlighted that better planning and organizing of daily activities require an efficient reminder system. In parallel, the mean score of 4.3229 (Standard Deviation: 0.79128) reflects the opinion that planning and organizing activities for the next day at the end of the day is helpful. Furthermore, with a mean score of 4.1200 (Standard Deviation: 0.86802), it is evident that the majority of respondents agreed on the need to avoid activities that tend to interfere with their planned schedule. Additionally, a mean score of 4.3029 (Standard Deviation: 0.89554) suggests that many respondents believe it is essential to allocate sufficient time to each subject every day.

4. Cooperative Skill (Students' academic behavior)

Table 4

students' cooperative skill

S. No	Statement	Mean	Std. Deviation	df	Chi-Value	Sing
1	Cooperative learning environment helps to create better opportunity for learning.	4.2886	.82207	4	384.514	000
2	Working in a group can improve your grades rather than working individually.	4.3714	.81130	4	385.229	.000
3	Cooperative learning gives you the opportunity in developing social and emotional skills and to learn from each other.	4.4057	.69048	4	424.286	.000
4	Are you agreeing that cooperative learning enhances the learning of low-ability students?	4.4171	.75908	4	420.686	.000
5	I believe that cooperative learning gives too much responsibilities to the students to obtain deeper understanding	4.3114	.76277	4	371.686	.000

Table 4 specifies students' cooperative skill.

Table 4 shows that the mean score of 4.2886 (Standard Deviation: 0.82207) reflects that the majority of respondents agreed on the benefits of a cooperative learning environment, which provides better opportunities for learning. Similarly, with a mean score of 4.3714 (Standard Deviation: 0.811030), respondents expressed the opinion that working in a group can improve their grades compared to working individually. In parallel, the mean score of 4.4057 (Standard Deviation: 0.690448) indicates that respondents agreed on the value of cooperative learning for developing social and emotional skills and facilitating peer learning. Additionally, with a mean score of 4.4171 (Standard

Deviation: 0.75908), respondents agreed that cooperative learning enhances the learning of low-ability students. Therefore, the mean score of 4.3114 (Standard Deviation: 0.76277) suggests that respondents believed that cooperative learning places significant responsibility on students to achieve a deeper understanding.

5. Motivation Skill as Students' academic behavior

Table 5

Students Motivation Skill

S. No	Statement	Mean	Std. Deviation	Df	Chi-Value	sig
1	In comparison to other activities you plan well to accomplish your class task and other assignments timely.	4.2029	.85075	4	384.514	.000
2	I believe that seat in the front row of the class if possible can motivates you to take initiative in-class group work activities.	4.2286	.86265	4	385.229	.000
3	I accept challenging tasks in the class can motivate you to learn better and understand a topic.	4.2771	.76101	4	424.286	.000
4	I believe that volunteer answer to the questions posed by instructors in the class motivate me for study.	4.3114	.76277	4	420.686	.000
5	I believe that regularly attend the class motivates me to participate daily in a meaningful classroom discussion.	4.4457	.73095	4	371.686	.000

Table 5 highlights students' motivation skill.

Table 5 focuses on students' motivation skills, revealing several key findings. The mean score of 4.2029 (Standard Deviation: 0.85075) indicates that most respondents agreed that they plan well to accomplish their class tasks and assignments on time compared to other activities. Similarly, with a mean score of 4.2286 (Standard Deviation: 0.86265), a majority of respondents expressed the opinion that sitting in the front row of the class, if possible, motivates them to take initiative in in-class group work activities. Furthermore, the mean score of 4.2771 (Standard Deviation: 0.76101) suggests that respondents agreed that accepting challenging tasks in the class motivates them to learn better and understand topics more thoroughly. In parallel, a mean score of 4.3114 (Standard Deviation: 0.76277) shows that respondents agreed that voluntarily answering questions posed by instructors in the class motivates them to study. Likewise, with a mean score of 4.4457 (Standard Deviation: 0.73095), respondents concurred that regularly attending class motivates them to participate daily in meaningful classroom discussions.

Table 6

Correlation between students study skill and teacher role in development of study skill.

Correlation		Students Study Skill	Role of teacher in building Study Skill
Students Study Skill	Pearson Correlation	1	.245**
	Sig. (2-tailed)		.000
	N	350	350
Teacher role in building study skill	Pearson Correlation	.245**	1
	Sig. (2-tailed)	.000	
	N	350	350

**. Correlation is significant at the 0.01 level (2-tailed).

The above table demonstrates the relationship between teachers' role in developing students study abilities. The large r value of.245 at.000 indicates that teachers play a major impact in helping pupils strengthen their study skills.

Table 7

Correlation between teacher instructional style and students' home work

		Students Home Work	Teacher role in homework completion
Students Home Work	Pearson Correlation	1	.209**
	Sig. (2-tailed)		.000
	N	350	350
Teacher role in homework completion	Pearson Correlation	.209**	1
	Sig. (2-tailed)	.000	
	N	350	350

**. Correlation is significant at the 0.01 level (2-tailed).

Similarly, Table 7 above indicates the teacher's instructional style and students' completion of work. The significant r-value of 0.209, which is significant at the 0.000 level, demonstrates a correlation between the teacher's role and students' homework completion.

Table 8

Correlation between teacher roles in development of students' organizational skill

		Students Organization Skill	Teacher role in development of organization skill
Students Organization Skill	Pearson Correlation	1	.157**
	Sig. (2-tailed)		.003
	N	350	350
Teacher role in the development of organization skill	Pearson Correlation	.157**	1
	Sig. (2-tailed)	.003	
	N	350	350

**. Correlation is significant at the 0.01 level (2-tailed).

In parallel, Table 8 specifies the correlation between the teacher's role and students' organizational skills. The r-value of 0.157, which is significant at the 0.003 level, indicates that there is a correlation between the role of a teacher and the development of students' organizational skills.

Table 9

correlation between teacher roles in development of students cooperative skill

		Students Cooperative Skill	Teacher role in development of students cooperative skill
Students Cooperative Skill	Pearson Correlation	1	.185**
	Sig. (2-tailed)		.001
	N	350	350
Teacher role in development of students cooperative skill	Pearson Correlation	.185**	1
	Sig. (2-tailed)	.001	
	N	350	350

**. Correlation is significant at the 0.01 level (2-tailed).

Likewise, Table 9 indicates the correlation between the teacher's role and students' cooperative skills. The significant r-value of 0.185, which is significant at the 0.001 level, indicates that there is a correlation between the roles of a teacher in the development of students' cooperative skills.

Table 10

correlation between teacher role in development of students' motivation skill

		Students Motivation Skill	Teacher role in development of students motivation skill
Students Motivation Skill	Pearson Correlation	1	.200**
	Sig. (2-tailed)		.000
	N	350	350
Teacher role in development of students motivation skill	Pearson Correlation	.200**	1
	Sig. (2-tailed)	.000	
	N	350	350

**. Correlation is significant at the 0.01 level (2-tailed).

In addition, Table 10 specifies the correlation between the teacher's role and students' motivation skills. The significant r-value of 0.200, which is significant at the 0.000 level, indicates that there is correlations between the roles of a teacher that help students develop motivation skills.

Thus, in conclusion, there is a close relationship between teacher roles in the development of students' academic behavior.

DISCUSSION

The study found that students who attend class regularly, participate in daily class activities, manage their time after school hours, complete their homework on time, cooperate with peers, and have motivation to learn are considered good students in terms of their academic behavior. Similar findings have been reported by Farrington et al. (2012), indicating that academically good students are those who arrive in the classroom early, take a keen interest in daily classroom activities, manage their time during and after school hours, and consistently complete their homework properly. Similarly, according to Saxena (2012), students' academic behavior encompasses their mental readiness for learning, creativity, problem-solving skills, as well as the social and emotional climate both at school and at home. The findings of the study are also consistent with the findings of Rogel (2012), who described students' academic behavior as encompassing their academic performance in class and school, taking notes during lectures, actively participating in class,

engaging in self-learning, being willing to complete tasks, cooperating with peers and teachers, organizing their daily activities, and exhibiting interest and motivation. In addition, according to Allensworth and Easton (2007), academic behaviors are highly correlated with school engagement and success. These behaviors include attending class regularly, completing homework assignments, actively participating in class activities and peer discussions, and arriving at school in an organized manner, ready to learn. These behaviors have been linked to the improvement of student academic behavior. Similar to this, Khan et al. (2018) stated that students' academic behavior comprises characteristics such as arriving in class on time with necessary tools and supplies, actively participating in daily classroom activities, consistently completing their homework, maintaining positive relations and cooperation with peers and teachers, effectively organizing their school and home activities, and possessing motivation to learn.

Regarding the teacher's role in the development of students' academic behavior, the findings of the study revealed that teachers with accommodating behavior exert a strong influence on students' academic behavior. Teachers have a variety of roles in their professional careers; they may serve as guardians, custodians, co-curriculum developers, team players, social workers, managers, psychologists, and administrators. Therefore, there is a close relationship between teacher roles and the development of students' academic behavior. Similar to the findings of the study by Mehdipou and Balaramulu (2013), they describe education as a process in which gaps are identified, and teachers are assumed to overcome these gaps. Similar to this, according to Khan et al. (2018), the teacher serves as a guide, counselor, mentor, custodian, examiner, curriculum creator, critical thinker, facilitator, researcher, curricular co-organizer, and administrator, among other functions. Thus, teachers perform a variety of tasks during their professional careers, and many of these roles have both immediate and long-term effects on students' academic performance and general conduct. Similarly, according to Krischler and Pit-ten Cate (2019), the teacher's teaching process is a methodology that tutors use in class to deliver knowledge to students. It includes study skills, leadership, time management, and homework completion. These skills are imparted by a teacher through his or her unique teaching styles. According to the findings of a research study conducted by Özdemir (2019), it is described that one of the important duties of a teacher is to cultivate students' self-confidence. High-quality teaching, in terms of emotional and organizational supports and strategies, is equally significant for learners as it can enhance their academic behavior. The study findings also similar to the findings of the study conducted by Kims and Seo (2018), indicating that teachers with more accommodating behavioral traits have a positive impact on their pupils' motivation and general academic behavior and conduct. Many factors influence students' lives, but one of the most crucial is their teacher. A teacher assists students in developing their personalities and improving their academic abilities, serving as a role model when they are concerned with both a student's academic and personal development. Teacher's attitudes and behaviors are equally important for students' long-term success as their academic achievements. The guidance provided by teachers' instructional practices plays a significant role in the development of students' academic behaviors, which are the tangible outcomes of their academic performance. Teaching approaches emphasize that teachers must have an ideal technique to address difficulties in the development of students' academic behavior.

CONCLUSION

The study focused on how teachers can boost students' academic behavior and was conducted in government primary schools in district Shangla. It examined the role of teachers in the development of students' academic behavior at the primary level. The analysis of the statistical data led to the conclusion that teachers play a significant role in the development of students' academic behavior, as they are key figures in a child's holistic development. When it comes to study skills, the majority of respondents strongly agreed on a Likert scale that these skills contribute to improved academic behavior. Similarly, for homework completion, most respondents strongly agreed that it helps enhance students' academic behavior. Organizational skills also received strong agreement, indicating their positive impact. Cooperative skills were also seen as

influential, with strong agreement from respondents. Finally, in terms of motivation, most respondents agreed that it plays a role in improving students' academic behavior, as indicated on the Likert scale.

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