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TEACHERS' BEHAVIOR INFLUENCING THE CLASSROOM PARTICIPATION OF UNIVERSITY STUDENTS

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KEYWORDS	ABSTRACT
Teacher Behavior, Class Participation, Active Engagement, Association, Comparative Analysis	In a wide range of educational contexts, active participation and involvement are both essential elements for the student success. The ability of students to connect with material they are studying critically and effectively while also engaging in dialogue with their teachers and classmates is the vital skill that must be developed and refined in classroom. It has consistently been stated that most students are inactive in class, despite importance often attached to participation. The research shows how teachers' behavior influences students' participation in the class. The population of present study was the University of the Punjab as it is the most exceedingly massive University of the Punjab and have the students of all locations of Pakistan. By adopting the random sampling approach, at cessation sample of 570 respondents was drawn. The pre-testing of instrument showed that it is reliable. The collective data were analyzed over utilizing SPSS. Results of present study suggested, to enhance class participation teachers should deport positively and eliminate all those elements from their edification methodology that have negative effect on class participation.
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INTRODUCTION

Class participation is a social constructed phenomenon that consists on a set of activities: these activities include the teachers' questioning, students' question, class discussion, class presentation and other class activities (Krumrei-Mancuso, 2013). Class participation is one of the important dimensions of education institute as the successful class participation is evidence of active learning. Teacher is most powerful stakeholder of class, who directly or indirectly has influence on class participation. Scholars evaluated that teacher can enhance

the class participation by adopting the different strategies and utilizing the various tools (Rafiq & Qaisar, 2021). This shows class participation is important for the active learning of students and this phenomenon is mostly dominated by teacher (Herrmann, 2013). To enhance the active learning of students, teachers should be trained in such a way that they are able to convince their students for the class participation. While considering the much importance of the class participation, countries who have developed an educational system focusing on the class environment, provide all necessities that are essential for the class participation.

This way such educational systems are dominant competitor at global level (Afzal & Rafiq, 2021). As the students trained by such developed educational systems are more creative, rational, and confident. These characteristics that are by product of the class participation with the knowledge and skill of field (White, 2011). The possibility of school as gathering incorporates passionate securities, which are called "positive instructive conduct" (Brown, 2001). Confirm that the expressed contradictions when in "gathering" were high, showed up the positive going with results: (a), (b) also annoyed higher logical needs and outline higher class participation programs for" Learning, (C) at school, (d) more social abilities, (f) less behavioral issue, (g) diminished medication utilize and offense. Taking a gander at has demonstrated that the conduct of the positive teacher is basic of the helpful field for learning. Along these lines, (Brown, 2001) found the basic positive association ($r = 0.52$) amongst air and power. Two air-scales in their exam surveyed the positive conduct of the instructor. A certainty of the measures of subscales in the school building and the other measured environment.

The association data for these two subscales with worldwide climatic record established a solid positive relationship. Since, two fragmented scales are a piece of positive behavioral conduct of the instructor, it can be reasoned that the positive conduct of the teacher for arrangement of a learning territory is fundamental (Butler, 2011). Look into has confirmed that understudies need to feel that their instructors deal with them, need best for them and are put resources into their prosperity before the understudies give their full exertion. As indicated by Sham (1999) to bolster understudies and instructors' recognitions, thus, the outcomes demonstrate that the most noteworthy instructive organizations consolidate accentuation on scholastics with a positive conduct of the instructors, the higher rate of conduct Pro-social and lower rates of solitary conduct among understudies reflect. Thus, also, have contrasts in projects that advance more positive appraisals of positive conduct and duty of the instructor mentors, predictable with higher scholarly accomplishment in these schools.

Problem Statement

Considerable research has been conducting on class participation; mainly in developed countries that have more efficient educational system. In rest educational systems interest

of the academia on the phenomenon of discussion. Pakistan is developing country, which also has developing educational system. The system run majority of graduate and Master programs in annual system. Recently few programs are shifted in semester system, that's main purpose is to generate a competent and creative intellectual for pulling the Pakistani educational system at more appropriate level at global level. Main issue Pakistani higher educational system is facing is lack of class participation in major section. Mostly teachers deliver lecture in unidirectional way, follow traits of traditional annual systems in semester systems. That is main hurdle for achieving quality education and creative class environment (Kamran, Afzal & Rafiq, 2022). A majority of teachers are not aware about the significance of class participation and not have knowledge about utilizing techniques that boost class participation of students.

Research Questions

1. What is the level of teachers' positive behavior in class?
2. What is the level of students' class participation?
3. What is association between teacher behavior and students' class participation?

Research Hypotheses

H1: There is positive association between teachers' positive behavior & class participation.
H0: There is no association between the teachers' positive behavior & class participation.

LITERATURE REVIEW

Carless (2003) found that precludes impression of the way of their relationship with the instructors is a key marker of their dedication to preparing. Since these callings exist the qualities and standards of their instructors' camouflage, if the relationship is portrayed by a typical regard and gratefulness (Carless, 2003). In any case, Murdock and Miller (2003) likewise found that a few authorities have conveyed the instructors' share of word related compound play in the class participation calling, parental figures and cast allies' influences class participation. There is absence of longitudinal data on relationship between callings, class participation and execution, researchers keep "Learning affected by associations with instructors and their class participation and conduct, or if occupations with more notable Source of class participation and its relationship with positive rate teachers (Murdock & Miller partition, 2003). Experts have attempted to free or some kind of outcomes for the class participation and lead of gatherings, for instance, instructors, guardians and workers by Understanding.

The utilization of the review backslides. Examinations concentrated on exchanges and callings in light of the filed center school bring down the class participation and nature of the instructors' occupation relationship amidst that time. Contemplates affirmed that two sections of callings "beyond any doubt to expect conduct of the dedication of the calling". An elevating otherworldly state of instructors by teachers show both understudy learning and regard and politeness general obligation. Murdock and Miller (2003) found that the

conduct of the structure of the instructor teacher incorporates interpersonal and thought bolster and that give exclusive and reasonable classroom initiative, demonstrating a self-guarantee. Prescribe the day after [Murdock and Miller \(2003\)](#), that the positive conduct of the instructor is all the more part of an ordinary commitment of the common change of preparing, delayed without nobody judging the benefit of section and Teacher exertion. In spite of the positive conduct of the instructor teacher audit and the positive conduct of teachers and the impression of the longing and readiness of the instructor was to instruct, describe and assess.

The review proposes that scientists ought to study how to change the apparent positive conduct of the apparent instructor and its class participation factors after some time. An apparent positive association with the instructor could make up for absence of instructive support from loved ones. Late observational reviews have affirmed an abnormal state of understanding between student reports on positive practices of instructors and classroom perceptions of the comparative marvels ([Patrick Turner Meyer & Midgley, 2002](#)). [Carless \(2007\)](#) discovered proof of diminished inspiration in the classes where less great instructor conduct turned out to be clear. Along these lines, the instructors ought to perceive that understudies are great judges of the instructors' conduct and react to the qualities of the instructor by contribution in classroom. [Carless \(2009\)](#) Inquired about has demonstrated that regard for the instructor and the moral utilization of force is the way to the view of positive understudy conduct. With instructors to regard can transmit the positive conduct of instructors to understudies when they train, revise assignments, make presentations or play with them.

The force of the instructor in view of the reverence of understudy and the regard of the instructor. This reference control, the understudy relates to instructor as a good example. The understudy will change his conduct, since he wouldn't like to lose the adoration and regard of his lord. Instructors who have linked with understudies who powerfully affect their lives. At the point when this happened, the understudies were certain that their instructors they appreciated. They appreciated, near its instructors and depends on their tastes and abhorrence. Fruitful grown-ups in a longitudinal review. Reported that a most loved instructor truly had any kind of effect in their lives. Instructor was college instructor, as well as comrade and a positive good example. At the point when youngsters deal with kids and show positive social and moral assets that issue of these qualities are facing ([Noddings, 2002](#)). How well you can be to a limited extent relies on upon how different benefactors get and react. The temperance we have shown have been satisfied in other or met ([Noddings, 1984](#)).

Teachers' Behavior & Students' Learning Class Participation

Throughout the most recent couple of decades, there has been recharged enthusiasm for concentrate the elements that impact the understudy's inspiration to comprehend why

understudies are roused to take in an objective understudy (Ellis, 2008). In this setting has been essential part of instructors in understudy classes and how to persuade understudies to take in understudy, both hypothetical and trial perceived by master understudies. In past models of inspiration, part of instructors has been characterized as far as repetitive variables that help understudies create uplifting dispositions towards taking in a remote understudy (Gardner & Lambert, 1972). Later, the fundamental commitment of subjective and helpful perspectives prompts to the advancement of the part of the instructor in the speculations of inspiration and strengthened the significance of the conduct of instructors in advancing the inspiration of the understudies' learning. In this linking, along these lines, instructor understudy were models of the cooperation, the instructor style and how he/she controls and deals with the class among variables that can impact understudy inspiration (Dörnyei, 1994).

Likewise, the conduct of interpersonal instructors, for example, sort and measure of input, prizes, acclaim, discipline and discipline as key elements to make and keep up positive environment and warm classroom helpful for self. Extensive thoughtfulness regarding the part of inspiration in the educating and learning of outside understudies made ready for the proposition of the act of class participation instructing (Dörnyei, 2003), on the premise of instructors intentionally apply intercessions to animate understudy inspiration and empower (Evertson, 2006). The inspiration of the second research understudy is portrayed by two interrelated issues that EFL propels or demotivates the conduct of the understudies' instructing and state of mind. To start with, it is just obvious that conduct of instructors, the classroom exercises they utilize, and the showing strategies they acknowledge might be a wellspring of inspiration for understudies. Instructors can support the inspiration of understudy learners by. The effect of security against loss of bravery and advancement of modification of self-heading (Falout, Elwood & Hood, 2009) among the reviews that see their instructors as subjects of the control, are less prepared trademark (Noels, Clément & Pelletier, 1999).

The literature revealed that it ought to be noticed that issues emerging, for instance, over class participation and anxiety, come because of excited climate about, who speak to the instructor in the classroom, and how the sub - examines concentrate all alone enthusiastic states or specifically. It has additionally been found that Understudy class participation act with a sporniertem level of learning and class participation (Guilloteaux, 2007) and better learning results (Chesebro & McCrosky, 2002) is interestingly distinguished. Then again, the convergence of class participation L2 concentrated on interior and outer parts that impact the declass participation or the "extraordinary outside strengths, decrease the class participation commence of the reason for conduct or movement or tight". The outcomes recommend that instructors go about as fundamental wellspring of declass participation and understudies when all is said in done, on variables known with instructors, for example, the deficient instructor conduct or negative appointed lack of inspiration (Zhang, 2007).

Inquire about demonstrates that identities of instructors, capabilities of responsibilities, showing techniques and styles, proclamations, parameters, understudy abilities, intention in remedy.

The subsequent reports by teachers in the class participation of the students concentrated fundamentally on declass participation of components and not on rousing components. [Guilloteaux \(2007\)](#) stands out from learning in English demotivating components under negative reviews among studies with low and high aptitudes. They reported that higher abilities of learners to demotivate to outside variables, particularly instructors, in light of the fact that when performing underneath the level of learners them declass participation on inner segments, particularly execution developer Allocated. [Evertson \(2006\)](#) inspected the components that demotivated underground of Japanese reviews under. It was found that instructors assume a key part and that the character and training of teachers have by and large related to possibility of teaching the subject and their educating aptitudes. An outside sub-ponder. [Evertson \(2006\)](#) broke down impression of Japanese Studies on the class participation and declass participation of classrooms to learn English as a separation learning. The results of examination demonstrated that the representation of instructors (character of instructors), presentation (as instructor, reason & innovation for intervention class works out).

[Guilloteaux, \(2007\)](#) measured demotivating parts in learning English as separation learning in Japan; and the relationship between the demotivating past information of EFL learners and current abilities. The outcomes demonstrated that the level of costs (material level of perusing/cost and pace obviously) and speed instructors (acknowledgments & experiences with previous instructors sensible/hot) are viewed as associated, which implies that " The more teachers see the teachers, more they see the level of rates, as required. [Sakai and Kikuchi \(2009\)](#) think declass participation among Japanese learners of English. Showing skills and style show (instructor declaration, paying little respect to sub-studies, execution and pace of effective educating) were among essential segments, under-figuring out how to constrain to learn English as a moment direction. [Rahimi and Sadighpour \(2011\)](#) center demotivating components of particular Iranian undergrad and exploratory reviews to learn English as separation learning ponders. Whatever end of research advance and belief of adequacy of instructing frameworks and preparing, there is nonattendance of research organization tests in classroom for studies Understudy Sub partner class participation and learning execution.

Why Do Not Students Participate in Class

There are various reasons, both speculative and empirically maintained, that students are not able to participate in class. One reason is class size, with students being more willing to participate ([Dörnyei, 1994](#)) less worried about participating ([Smith, 1992](#)) and less likely to be able to hide in the smaller classes than larger classes; large class size tends to ease

communication. Class size to be more predictive of participation than gender (Karp, 1986) proved that while the number of students who participate in any given classroom is often same, courses which have more than 40 students have fewer overall communications per class period. (Dörnyei, 1994) found this to be true for courses with over 35 students, and found small differences based on class size in assessment of courses with 16-50 students. The researchers found that courses where students reported participation were likely to be smaller (10 students) than those where students reported least participation (40 or more). Often, more lecturing occurs in larger classes, that in turn, means less participatory opportunity for students.

It also is possible that just the perception of being in a large class can deter participation. For example, course of 30 students at one university might be small, but may be perceived as large by students at another university. Large size classes, however defined, are not something we can remove on our college campuses, and so, instructors must find means to admire participation, not considering class size. To overcome the issue of large class size, (Sprecher, 1987) suggested that students meet for smaller weekly discussion sessions with former students who had performed well in the course, and they reported that this worked well in classroom during a trial period. Dividing the large class into smaller groups also can be helpful to facilitate discussion and to increase group activities also offered ways to encourage communication in large classes, including making the lecture hall feel small and thus personal even if it is not by moving around and by talking with students before class, and (Fritschner, 2000) noted the importance of moving into closer proximity of the Student Participation 189 students. Thus, these recommendations are comparable to the teachers' nonverbal proximity techniques, which have also been shown to boost the desired involvement.

Another logistical factor that influences student involvement is the seating arrangement. The sitting arrangement was seen as being important as early as 1958. Although every seating arrangement has function, (Sprecher, 1987) observed that specific configurations and particular seats within each arrangement were better suited to encouraging student engagement. The traditional sitting arrangements discourage involvement more than a U-shaped, circular, semicircular configuration. While Sprecher (1987) discovered that more apprehensive students feel pressured and nervous in circular seating, Fritschner (2000) found no association between student seating choice and classroom anxiety. According to research, a student's willingness to contribute is influenced by how much their efforts will count toward their ultimate grade. It was discovered successful in raising involvement in the evaluated course and reported to improve engagement in other disciplines. This strategy, known as the pearls of wisdom, has students register their participation daily to count toward their end-of-semester scores. Whether students participate depends on the kind of course.

It was shown that awarding the students additional credit boosted involvement (Fritschner 2000) and suggested that the students should earn the extra glory rather than calculating participation as part of a student's grade. The students benefit from having a voice in the participation grading process since it encourages them to participate more actively, both in quantity and quality, and to attend class and prepare for it. According to research by Yoakley (1975), students were willing to engage when they were involved in defining the class's participation norms. Delprato (1987), student self-monitoring of their own in-class engagement was shown to boost total participation as seen and recorded by an outside observer. Though they are more likely to chat for extended amounts of time in arts and social sciences than in scientific sciences, students are more engaged in asking questions in the natural sciences. Students reported comfort levels were unaffected by whether a course was necessary or optional; however, choice for seating arrangement was affected, with elective students preferring U-shaped measures and obligatory students favoring rows and columns. Less qualified students were less likely to participate than those in the higher-level courses. The level of interaction a teacher uses in class impacts how much the students participate."

RESEARCH METHODOLOGY

Target Population

The term "research population" generally refers to a well-characterized group of people or things recognized to have common traits. Typically, every person/thing within population has unifying quality/attribute." "University of Punjab behavioral and social science students represent the study's target population. The rationale for choosing abovementioned target population is that it is more likely to provide a representative sample. Researcher chose University of Punjab behavioral and social sciences departments as its population due to a number of key characteristics listed below".

1. There is a lot of homogeneity in the targeted populations in the particular context.
2. The study technique necessitates participation of both men and women in research.
3. The research's targeted population makes it easier to generalize the findings since participants from various backgrounds and locations may conveniently reach this population.

Research participants were knowledgeable because they tackled problems scientifically. Some members of target demographic are highly educated and agree to volunteer for the study process.

Sampling Technique

Only a tiny part of cases that may theoretically be investigated are chosen for analysis to make conclusions; this portion is called sample, representing the entire group in miniature (Neumann, 2014). By using careful sampling technique, it is likely to generalize sample

data to whole population being studied with high degree of accuracy. An experimenter used probability sampling. Likewise, it indicates that each study component has an equal probability of being chosen. Thus, optimal sampling strategy to improve the research's generalizability is vital in diverse situations. In sections that follow, the sampling method is further discussed.

Sample Size

"All the selected departments have almost 6000 population. According to Glenn D. Israel by taking the precision of +/- 5 the sample of 570 respondents (Israel, 1992) was taken out of 7 departments of University of the Punjab based on the judgment of the researcher instead of proportional clustering and randomization (Cohen, 2013). The level of precision, sometimes called sampling error, is the range in which the true value of the population is estimated to be (Israel, 1992)".

Research Approach & Design

The current study comes under umbrella of quantitative research since several tests must be run to investigate objectives' results. Additionally, technique-appropriate survey design is used. Quantitative inquiry is a study that uses numeric data collection and mathematical analysis to understand phenomena. The data must be in numerical form to be analyzed in quantitative research so that statistical tests is used. Many types of data, even those that don't seem to be quantitative, may be quantitatively grouped and statistically examined. Examples include views and attitudes, and may create questionnaire that assigns ordinal rating to statement (Ibrahim, 2016).

Data Collection Tool

Research effectiveness relies on the authenticity of the gathered data, and successful data collecting depends on well-designed data-gathering method. A survey questionnaire was utilized in the current research to gather data on ground. A sort of quantitative research known as survey research makes use of the statistically accurate population characteristics measurement techniques, including the scientific sampling and questionnaire design. The advantage of survey research is its generalizability. Findings of survey research applied to the whole population (Ritchie, 2013)."

DATA ANALYSIS AND RESULTS

Table 1 Teacher Behavior

Statements	A%	VO%	ST%	R%	N%
Does your teacher show respect to students?	59.6	23.4	9.6	8.3	1.8
Does your teacher try to avoid upsetting the students?	20.8	50.0	10.4	12.5	4.2
Does your teacher give time to explain students' views?	33.3	29.2	31.3	2.1	2.6
Does your teacher encourage students' contribution?	43.8	25.0	16.7	6.3	6.3
Does your teacher listen to students' questions?	41.7	20.8	18.8	10.4	4.2
Does your teacher answer the students' question?	43.8	25.0	10.4	6.3	7.4

Does your teacher encourage students to ask questions?	35.4	22.9	22.9	14.6	2.5
Does your teacher use language, where students can link?	35.4	27.1	22.9	10.4	2.2
Does your teacher use positive gestures?	39.6	33.3	8.3	15.0	3.7
Does your teacher use encourage physical gesture?	37.5	27.1	20.8	8.5	4.2
Does your teacher use encourage verbal gesture?	37.5	34.5	18.8	5.1	3.4

Always = A, Very Often = VO, Sometimes = SM, Rarely = R, Never = N

When respondents were asked if they show respect to their teacher or not then majority of them 59.6% said they always show respect to their teacher while 23.4% said they very often do so. This shows that maximum students show respect to teachers. 50% students said very often their teachers try to avoid upsetting behavior of the students while only 4.2% said their teachers never try to avoid this kind of behavior. When the students were asked if their teacher give them time to explain their point or not majority of them 33.3% said their teacher always give them time while 26.2% said their teacher very often do so, when the respondents were asked if their teacher encourage them in class participation or not then maximum respondents 43.8% said their teacher always do so while only 6.3% said their teacher never help them in the class participation. In this connection, when the respondents were asked if their teacher listen their questions or not then majority of them 41.7% of the total said their teacher always listen to them while only 4.2% said that their teacher never do so.

When respondents were asked if their teacher answer to the questions or not then majority of them 43.8% said their teacher always answer them while 25% said their teacher very often do so. When the respondent was asked if their teacher encourage them to ask more question or not then maximum of them 35.4% said their teacher always do so while 22.9% said their teacher very often encourage them this shows that in class majority of teachers encourage students to ask more questions. When respondent was asked if their teacher use body language and facial expression in class or not then majority of the respondents 39.6% said their teacher always use facial expressions while 3.7% said their teacher never do so. When they were asked if their teacher inspires physical gestures when they partake in class then majority of students 37.5% said their teacher always do so while 27.1% said their teacher always encourage them to participate in class. 37.5% say their teacher always do so when they were asked if their teacher use verbal gestures or not and only 3.4% said their teacher never do so.

Table 1 Class Participation

Statements	A%	VO%	ST%	R%	N%
Do you participate in your class	47.9	31.3	10.4	6.3	2.1
Do you participate in class discussion?	47.3	29.2	16.7	2.1	2.4
Do you take part in group presentation?	62.5	25.0	8.3	1.7	3.1
Do you ask questions from teacher on confusing points?	43.8	22.9	16.7	4.2	10.4
Do you answer to your teachers' questions?	39.6	35.4	16.9	6.3	3.1

Do you answer to your fellows' question?	43.8	33.3	16.6	2.2	4.2
Do you share real life example about lecture under debate?	25.0	27.1	25.0	10.4	10.4
Do you take part in discussion on confusing points?	31.3	33.3	27.1	6.3	1.1
Do you take/make notes?	41.7	31.3	8.3	12.5	2.1
Do you listen lectures attentively?	39.6	29.2	16.7	8.3	2.1
Do you share your experience with other fellows?	33.3	16.7	39.6	2.1	6.3
Do you interact with teacher outside the class?	31.3	14.6	20.8	16.7	14.6

Always = A, Very Often = VO, Sometimes = SM, Rarely = R, Never = N

When the respondents were asked if they participate in class or not then majority of them 47.9% said they always participate in class while only 6.3% said they never participate in the class. When the respondents were asked if they participate in class discussion or not then majority 47.3% said they always do so while 29.2% said they very often participate. This shows that majority of students participate in class discussion. When the respondents were asked if they take part in group presentation or not then majority of them 62.5% said they always do so while only 1.7% said they never participate in group presentation. When the respondents were asked if they ask question from teacher on confusing point or not then majority 43.8% said they always ask question while 22.9% said they very often ask questions on the confusing points. When respondents were asked if they answer to the questions of their teacher then majority of them 39.6% said they always do so while 35.4% said they very often answer. This shows that majority of respondents answer to question of their teachers.

When the respondents were asked if they answer to question of their fellows or not then majority of them 43.8% said they answer them while only 2.2% said they never answer to questions of their fellows. When respondents were asked if they share life example about lecture under discussion/not then majority 25% said they sometimes discuss while 10.4% said they never discuss real-life examples in the class discussion. When the respondents were asked if they take notes or not then majority 41.7% said they always take notes in class while 31.3% said they very often take notes in the class. When the respondents were asked if they listen their lecture attentively or not then majority of them 39.6% said they always do so. It means majority of students take lecture attentively. When the respondents were asked if they share experience with other fellows/not then maximum of them 33.3% said they always share experience while 2.1% said they never share their experience with their fellows. When the respondents were asked if they interact with teacher outside class then majority of them 31.3% said they always interact while 16.7% said they never interact with their teachers.

Comparative Analysis

Level of Students' Class Participation

The statistics on class participation (CP) shows that the level of CP among majority of the respondents is moderate (64.9 %), secondly, frequency of higher-class participation level is

less to moderate level and low participation is least only 4.1% of total. This shows, class participation in present context is carried out but level of the participation is moderate in majority population. Thus, the following table and pie chart give the statistics in tabular and graphical forms.

Table 3 Class Participation Level

Students level of Class Participation	Frequency	Percent
Low	27	4.1
Moderate	366	64.9
High	177	31.0
Total	570	100.0

Level of Teachers' Positive Behavior

One of the objectives of research was to evaluate the level of teachers' positive behavior according to students. The research shows that the perception of the students about their instructors' positive behavior is majorly moderate as majority of the students (48.7%) fall under moderate range. The percentage of low level is much low (9.2%) but this percentage is also important as the data is fully dissatisfied about their teachers' behavior in the class. These results show that in present context there is all types of the teachers exist (41.9%), moderate and low but the frequency of moderate and high is more comparing to the low. Following table shows:

Table 4 Teacher Behavior Level

level of teachers' positive behavior	Percent	Frequency
Low	9.2	53
Moderate	48.7	273
High	41.9	244
Total	100.0	570

Table 5 Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Teacher/Behavior	.	Enter
a. Dependent Variable: combined response on Class Participation			
b. All requested variables entered.			

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.858a	.710	.690	.53434
a. Predictors: (Constant), Teacher Behavior				
b. Dependent Variable: combined response on Class Participation				

Table 7 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.962	1	2.962	10.375	.003b
	Residual	11.135	39	.286		
	Total	14.098	40			

a. Dependent Variable: combined response on Class Participation

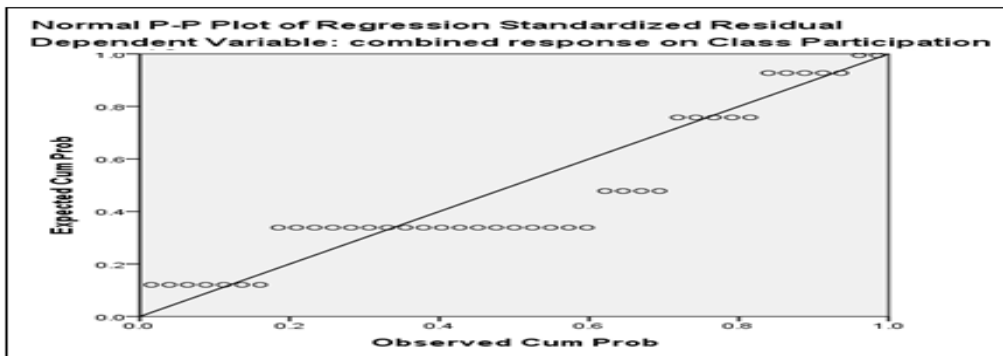
b. Predictors: (Constant), Teacher Behavior

Table 7 Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.819	.210		3.904	.000
	Teacher Behavior	.403	.125	.458	3.221	.003

Dependent Variable: combined response on Class Participation

Figure 1 Normal P-P Plot



Sigma value (0.003) in present case is less than 0.05 shows that there is significant influence of teachers' behavior on class participation. Hypotheses:

H1: There is positive association between teachers' positive behavior & class participation

H0: There is no association between the teachers' positive behavior and class participation

The Alpha value proves null hypothesis of the study rejected and alternative hypothesis is accepted. Likewise, the shows there is significant relationship between independent and dependent variables and there is significant influence of the teachers' behavior on the class participation of students.

DISCUSSION

This study sought to compare current research's findings with from earlier publications. The current study's findings were supported by findings from earlier literature in the first three sections that make up this section. The second section focuses on the discrepancies between findings of the current study and those of the earlier research. In third portion

unique findings of the research were highlighted. In present study majority of the students said their instructors give respect when they participate in class percentage 59.6% these results were supported by results of study conducted by (Haider, 2008). The same study concluded that in Pakistan majority of teachers teach lesson in such way so they can able to encourage student's same way in results of research almost 50% students responded teachers use encouraging behavior. Near about same results were reported by (Rehmani, 2006). Encouraging behavior of teachers about class participation is less than 50% according to present study.

When the respondents were asked if their teacher encourage them in class participation or not then the maximum respondents 43.8% said their teacher always do so while only 6.3% said their teacher never help them in the class participation. When the respondents were asked if their teacher listen their questions or not then majority of them 41.7% said their teacher always listen to them while only 4.2% said their teacher never do so. When the respondents were asked if their teacher answer to their questions or not then majority of them 43.8% said their teacher always answer them while 25% said their teacher very often do so. When the respondents were asked if their teacher encourage them to ask more question or not then maximum of them 35.4% said their teacher always do so while 22.9% said their teacher very often encourage them this shows that in the class majority of the teachers encourage students to ask more questions. When the respondent was asked if their teacher use body language and facial expression in the class or not then majority of respondents 39.6% said their teacher always use facial expressions while 3.7% said their teacher never do so.

When the respondents were asked if their teacher encourages physical gestures when they participate in class then majority of students 37.5% said their teacher always do so while 27.1% said their teacher always encourage them to participate in class. 37.5% respondents say their teacher always do so when they were asked if teacher use verbal gestures or not and only 3.4% said teacher never do so. When respondents were asked if they participate in the class or not then majority of them 47.9% said they always participate in class while only 6.3% said they never participate in class. When the respondents were asked if they participate in class discussion or not then majority of them 47.3% said they always do so while 29.2% said they very often participate. Thus, when respondents were asked if they take part in group presentation or not then majority of them 62.5% said they always do so while only 1.7% said they never participate in group presentation. When the respondents were asked if they ask question from teacher on confusing point or not then majority of them 43.8% said they always ask question while 22.9% said they very often ask questions on confusing points.

When the respondents were asked if they answer to the questions of their teacher then majority of them 39.6% said they always do so while 35.4% said they very often answer. This shows that majority of respondents answer to question of their teachers. When the

respondents were asked if they answer to question of their fellows or not then majority of them 43.8% said they answer them while only 2.2% said they never answer to questions of their fellows. When respondents were asked if they share life example regarding lecture under discussion/not then majority of them 25% said they sometimes discuss while 10.4% said they never discuss real-life examples in class discussion. When the respondents were asked if they take notes or not then majority of them 41.7% said they always take notes in class while 31.3% said they very often take notes in class. When respondents were asked if they listen their lecture attentively or not then majority of them 39.6% said they always do so while 29.2% were very often listen lecture attentively. It means majority of students take lecture attentively.

When the respondents were asked if they share their experience with other fellows or not then maximum of them 33.3% said they always share their experience while 2.1% said they never share their experience with their fellows. When the respondents were asked if they interact with their teacher outside the class then majority of them 31.3% said they always interact while 16.7% said they never interact with teachers. Statistics on class participation (CP) shows that level of CP among majority of respondents is moderate (64.9 %), secondly, frequency of higher-class participation level is less to moderate level and low participation is least only 4.1% of total. The class participation in present context is carried out but the level of participation is moderate in majority population. One of objectives of the research was to evaluate level of teachers' positive behavior according to students. The research shows that the perception of students about their instructors' positive behavior is majorly moderate as majority of students (48.7%) fall under moderate range. Percentage of low level is low (9.2%) but this percentage is important as figure is fully dissatisfied about their teachers' behavior in class.

"The fact that so many motivator groups could be matched with demotivator categories that represented the conceptually related areas is intriguing in and of itself. It is noteworthy that there were more references to constructive motivating side of matched context and teacher behavior sets and more to constructive demotivating side of structure/format sets [Havik and Westergård \(2020\)](#). When the students believed their instructor was competent, they were likelier to highlight it as a motivator only after being asked to think about the teacher actions. When they thought about listing these class participation behaviors, they were likely to do so only when prompted; however, when they thought about the teacher as having poor sense humor, being boring, being self-centered, being unavailable, they were more likely to list these observations right away ([Reeve & Shin, 2020](#)). Students who liked how the class and materials were organized, assignments and grading, instructors' feedback, behavior of other students, and even textbook were mentioned later in survey; students who disliked these things and found them demotivating mentioned them upfront ([Havik & Westergård, 2020](#)).

These factors would likely be considered to be at least partially related to teacher choice. Combined, these two studies paint similar pictures of teacher misconducts, which students believe to be at the heart of their lack of engagement in college classrooms. Therefore, we would reasonably propose that the instructors refrain from engaging in these actions since they will likely harm student involvement in the class. Less is known about how much the opposite of these bad habits truly inspires pupils. According to an earlier study (Hopkins, 2014), instructor immediacy is associated with variances in student class involvement, and students' state class engagement, or their desire to do best in a specific class, is adjustable (Allen et al., 2013). It's likely that teacher approachability plays subtle role in this equation and that students are unaware of how their professors' high approachability influences class involvement. We cannot, however, conclude that students need to be made aware of teacher behaviors or see what the teachers does as significant in the broader context of their class involvement, given the acknowledgment of the teacher actions as demotivators (Reeve & Shin, 2020).

What continues to be intriguing is how much class participation is linked to contextual variables like interest in or perceived relevance of the material, necessity or want to obtain a good grade or course credit, and personal challenge/overall drive for success. Experience in the classroom reveals that some students arrive to class with a desire to succeed (i.e., with a high initial state class participation) and discover that class participation has been diminished by inadequate instruction. Thus, experience also reveals that some students of "poor" professors continue to be driven while other students of the "excellent" teachers do not become motivated. Other students with low initial state class participation may also become motivated throughout their experience in the specific class. According to earlier research, in different contexts, the compliance-seeking strategies and immediate instructor conduct may "persuade" or "draw" pupils to participate in on-task behavior, leading to learning gains (Alsamadani, 2022). The findings of this research point to the need for more investigation into how these behaviors interact with concerned student-owned state class participation characteristics before making required judgments about their effects on class participation outcomes.

Future studies may examine how class participation levels and attributions are affected by class size, prior interactions with teachers, whether the course is compulsory or optional, the student's prior academic success, year in school, and so on. The following table and pie chart give the statistics in tabular and graphical forms. These studies, which use data from samples created to concentrate on one/more of these specific aspects while reducing the variability in the others, are what we expect to see as our study in this area continues (for example, using intact-class data sets). This shows that students participate in the class discussion. We are convinced that continuing to investigate relationship among teachers' communicative behaviors and student class participation has pedagogical and practical salience given attention to the class participation concerns that appear in both literature

on educational psychology and in discussions of educational outcomes in popular media (Lauermann & Hagen, 2021)."

CONCLUSION

The prior research demonstrates the significance of the class participation for any system's academic achievement. Second, the literature has shown that the primary stakeholder in-class participation is teacher. The current research attempted to assess the student's level of class involvement while considering significance of both student and teacher behaviors. The study's second goal was to gauge how positively the instructors acted. Thirdly, to assess how instructors' actions affect student involvement. The University of Punjab served as the study's sample since it is the most prominent university in the province and enrolls students from throughout Pakistan. Using the multi-stage random sampling methodology, a sample of 570 respondents was ultimately chosen. The tool was created using earlier research on the factors under examination. The tool has shown to be trustworthy during pre-testing. The replies that were gathered were examined using SPSS. First, a descriptive analysis was done. Each statement's response rates are tabulated, explained, and shown in various ways.

The comparison analysis was completed as a second. Findings indicate that most students participate in class at a moderate level. The majority of students, on other hand, believe that instructors' degree of positive conduct is also modest. Simple regression determines if instructor conduct and student involvement are related. Linear regression results validate a substantial association between independent and dependent variables and a considerable impact of the instructors' actions on students' involvement in class. According to research, participation is encouraged by positive behavior, while it is dispirited by negative behavior, such as poor teaching abilities and difficulty approaching. Some students were reportedly discouraged from participating by the teachers' impatience. Thus, these students just quit speaking when the teachers don't want to wait for their responses. All students in the class must be made aware by the teacher that their actions influence those of other students. "Teachers play a vital role in promoting involvement by treating all contributions made in class as meaningful.

Students feel more engaged when the teachers give them tips on how to get over their anxiety about speaking in front of the class and make an ongoing attempt to connect the material to the student's lives (Alsamadani, 2022). Students would feel more comfortable speaking out if teachers worked to create a more encouraging, non-threatening, and open learning environment. Results from research are descriptive across all angles of variables being examined. This empowered instructor to remove obstacles from their pedagogical approaches that impair student engagement. Second, this approach emphasized all the aspects of teaching technique that neither instructors nor policymakers take into account. This research will assist teacher training programs in removing obstacles not addressed in

earlier training. The research also revealed interesting details on what motivates pupils to speak out in class. With this information, the instructors may create strategies and use the appropriate techniques to create a responsive classroom. It is believed that classrooms are at their richest when all voices are heard. Instructors must encourage active engagement when pupils are less interested or passive in the class. Thus, as a result, the instructor must create desired stimulating learning atmosphere that will motivate the students to engage actively in class."

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