

The relationship between the behavior of sports teachers and the behavior of high school students: the influencing role of learning motivation and shyness

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Abstract

The present study examines teacher behavior and student behavior based on mediating variables of learning motivation and shyness. The present study was conducted with descriptive-correlation method. 192 secondary school students were studied. A questionnaire was used to collect the data. To evaluate and measure the teacher's behavior component, 5 questions; student behavior, 4 questions, and learning motivation, 4 questions taken from Lee et al. (2021) with modifications were used by the researchers. In addition, 5 researcher-made questions have been used to investigate the lack of behavior component. Structural equation modeling (SEM) and partial least squares (PLS) technique were used to check the assumptions of the model. The results showed that the teacher's behavior affects the motivation to learn; student attitude and behavior had a significant effect ($P < 0.05$). Learning motivation also had a significant effect on student behavior ($P < 0.05$); Shyness did not have a significant effect on student behavior ($P > 0.05$), although the value of the t coefficient of 1.83 for this path indicated that shyness is an effective and verifiable variable in student behavior. In general, the behavior of sports teachers can have an effect on the behavior of students, and these cases show that the performance of teachers' responsibilities in the psychological contract should be strengthened.

Keywords: Teacher's behavior, student's behavior, motivation to learn, shyness, sports class

1. Introduction

When students are asked to describe their favorite teachers, they say less about the teachers' curricula or the academic achievements their teachers have achieved. Rather, they mostly describe teachers who care about students, are inspiring, and have more reasonable expectations (Robinson, 2022). As one of the most important social relationships, the teacher-student relationship has attracted increasing attention from researchers and practitioners (De Jong et al., 2014). Today, the purpose of education is not only to transfer culture and experience to the new generation. Rather, the mission of educational systems is considered to create desirable changes in people's attitudes, cognitions, and ultimately, their behavior. The important role of education is to increase the capacity of students for personal and social growth and learning, which is achieved through the teaching process of teachers (Qorban Nia et al., 2023). A good relationship between teachers and students helps to improve teaching because it strengthens communication between teachers and students (Lei et al., 2023), stimulates students' learning motivation, and improves their emotional experience (Enyedy & Goldberg, 2004). According to experts, one of the important tasks of today's education is to create an environment in which students develop a special attitude towards their school, career, future, and society in general. Undoubtedly, the attitude that students develop in school greatly affects their emotional, psychological, and social development. Therefore, physical education teachers can foster skills and attitudes such as responsibility, independence, and self-learning in students by using appropriate physical education teaching strategies (Sidi Silabi, 2023). The relationship between teachers and students not only involves "teaching" and "learning," but also involves the mutual transformation of internal and external needs into expectations through a complete psychological contract (Trigwell et al., 1999). Research on the psychological contract mainly focuses on human resource management and organizational behavior, but there are also studies on the psychological contract between teachers and students in education, albeit in the early stages. Dziuban et al. (2015) showed that a higher psychological contract between teachers and students creates a calm and pleasant learning atmosphere and has a positive impact on teaching. Additionally, Miller-Lewis et al. (2014) suggested that a good and high-quality psychological relationship between teachers and students can improve the performance of teaching, learning, and students' mental health. In such a way, a high-quality and stable relationship creates positive emotional outcomes in students.

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2. Methodology

The current research focuses on the applied goal, the duration of the cross-sectional implementation, quantitative and field data collection, and the paradigm or positivist philosophy. The statistical population of the research consisted of students at the second secondary level in the city of Isfahan during the academic year 2023. In this study, 192 people participated in this research as a sample. The measurement tool of the questionnaire was a 5-point Likert scale from very low (option 1) to very high (option 5). To measure and measure the teacher's behavior component from 5 questions; Student behavior with 4 questions and learning motivation with 4 questions were taken from Lee et al. (2021) with modifications to the questions used by the researchers. In addition, 5 researcher-made questions have been used to investigate and measure the component of shyness.

3. Results

The external model evaluation showed that the measured components have good reliability in the model. Composite reliability and Cronbach's alpha more than 0.7 indicate the reliability of each research construct. Also, as shown in table (1), the average values of the extracted variance related to each construct are equal to or more than 0.5, which shows the confirmation of the validity of the convergence of the questionnaire. Also, to check the validity of divergence, Fornell and Larcker criteria as well as the HTMT index were used, the results of these two criteria indicated the establishment of the differential validity of the research model. The results of research hypotheses are presented in Table 1.

Table 1. Results of model assumptions

direct effects of the model	β	SD	t-value	Result
Teacher behavior--> Student behavior	.271	.072	3.77	support
Teacher behavior--> Learning motivation	.525	.057	9.23	support
Teacher behavior--> shyness	-.349	.058	5.96	support
Learning motivation--> Student behavior	.259	.078	3.34	support
shyness--> Student behavior	-.133	.073	1.83	N/S
Indirect effects of the model	Indirect effect	SD	t-value	Result
Teacher behavior--> Learning motivation--> Student behavior	.138	.042	3.24	support
Teacher behavior--> shyness--> Student behavior	0.05	.027	1.71	N/S

4. Discussion and Conclusion

The present research investigated the effect of sports teachers' behaviour on the behaviour of high school students by examining the mediating role of learning motivation and shyness. It can be said that communicating based on the principle of equality and mutual respect can create emotional relationships between teachers and students, stimulate the motivation and learning potential of students, draw common goals, and complete the teaching program efficiently, leading to good educational results. The current study examined the effect of sports teachers' behaviour on students' motivation and behaviour based on the psychological contract. However, the behaviour of students is affected by many factors other than the behaviour of teachers. It is suggested that future research should investigate other factors (such as the educational environment and sports facilities of schools) to study the learning behaviour of students. Additionally, future studies can expand the research scale and examine students from other levels, such as comparing two groups of first and second-high school students, as well as comparing girls and boys in this field, which can be very useful.

5. Refrences

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