

Role of Teachers' Support on Students' Motivation and Performance at University Level: A Case of District Gwadar

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Abstract

This qualitative study investigates the *role of teacher support in enhancing student motivation and academic performance at the university level*, conducted at the University of Gwadar, Balochistan, Pakistan. Gwadar is a port city located on the southwestern coast of Pakistan, in the province of Baluchistan. Focusing on a small-scale sample of five university teachers, the research explores the transformative potential of consistent and inconsistent teacher support in influencing students' academic engagement and success. Data were collected through in-depth, in-person interviews and analyzed thematically to understand the impact of teacher behavior, communication styles, and various forms of academic and emotional support. The findings reveal that positive teacher behavior, effective communication, and the implementation of diverse, student-centered support strategies contribute significantly to improved student outcomes. The study recommends implementing faculty development programs that emphasize emotional intelligence, inclusive pedagogies, and reflective teaching practices. Additionally, the promotion of institutional policies supporting mentorship and individualized student support is essential. Consistent and holistic teacher support is shown to be crucial in nurturing motivated, resilient, and high-performing university students.

Keywords: *Teacher support, Student motivation, Academic performance, Student-centered approach*

1. Introduction

Throughout a year, students spend an average of six hours every day with their teachers. Thus, it is not surprising at all that academics have such a vast amount of influence over their students. This influence will have a significant

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impact on the learning environment, which will affect students' motivation and performance (Boynton, 2015). Students motivation significantly affects their performance in various ways. When students are motivated, they are more likely concentrate actively with the materials, participate in class activities, and out in the effort needed to complete tasks. For the motivated students, if they are already motivated, it's important to encourage them and appreciate their hard work. If a student shows some fatigue or lack of interest, providing positive reinforcement and support is crucial. It's essential to avoid discouraging any student or engaging in behavior that diminishes their motivation. Each student has unique potential, so it's important to motivate them individually and highlight their strengths. By doing all this, teachers can boost student's motivation and inspire them for better performance. The main goal of teacher support is to help students feel confident, motivated, ready to learn. Teachers can do this by encouraging students, understanding their needs, and establishing a positive and supportive classroom. when students receive adequate support, they are more likely to stay engaged in learning, work hard, and achieve better academic outcomes (Maulana, 2017).

Teacher support is not just about providing emotional and instructional guidance; it also includes creating a positive and welcoming classroom environment. A supportive learning environment foster collaboration, mutual respect, and a sense of belonging among students. When educators establish a psychologically safe space where students feel comfortable expressing their ideas, it promotes active engagement and enhance fundamental motivation (Seidl, 2013). Empirical research suggests that students who experience strong connections with their teachers and peers exhibit greater academic engagement success.

A study by Zhang et al. (2012), conducted in China with 533 middle school students enrolled in physical education classes, found that teachers' support for **autonomy** and **competence** significantly predicted students' **motivational beliefs** and **achievement outcomes**. The researchers used structural equation modeling to demonstrate that when students perceived high levels of autonomy-supportive teaching, their intrinsic motivation and academic performance improved. Similarly, Johnson (2017), in a qualitative study involving high school teachers across five U.S. public schools, emphasized that **student motivation** increases when educators create a **supportive learning environment**, foster **student autonomy**, and build **positive interpersonal relationships**.

Whitaker (2014), based on his extensive professional experience and interviews with over 100 educators in the U.S., argued that the most significant

factor in the classroom is **not the students but the teacher**. He maintained that effective teachers set high expectations not only for their students but for themselves, and that **emotional connection** is crucial—without it, impacting students' attitudes and engagement may be difficult or even impossible.

The purpose of this research is to understand how teacher support influences student motivation and performance at the university level at district Gwadar. University students face academic challenges, stress, and self-doubt, and positive support from teachers can be crucial in addressing these issues. However, in some cases, teacher support may be inconsistent, which can affect students' motivation and performance. This research will explore how teacher support at the university level impacts student motivation and performance, as well as its long-term effects.

1.1 Objective of the Study

To explore the role of teachers' support on student's motivation and their performance at university level in district Gwadar.

2. Literature Review

Numerous studies in education have looked into the connection between student motivation and teacher assistance, emphasizing how crucial it is for academic success. According to Ryan and Deci (2000), teacher support includes academic, emotional, and autonomy-supportive teaching techniques that improve students' educational experiences. Students' enthusiasm, engagement, and self-efficacy all increase when they believe their professors are encouraging, and this has a direct impact on their academic achievement (Khan et al., 2024). The importance of teacher support has been reaffirmed by recent studies. According to Khan et al. (2024), well-structured instruction and orderly classrooms increased extrinsic motivation and boosted learning results for students. In a similar vein, educators who developed close personal bonds with their pupils encouraged intrinsic motivation, which improved academic performance. Additionally, a long-term study conducted by Springer et al. (2023) showed that academic achievement in disciplines like reading and math was highly influenced by teachers' opinions about students' motivation. The long-term advantages of teacher support in education are highlighted by these data.

Since teachers and students spend a significant amount of time together in the classroom, teacher support can be essential to students' academic growth, encompassing both learning and affective or emotional outcomes. Numerous

empirical studies have demonstrated a significant negative correlation between teacher support and negative academic emotions (e.g., anxiety, depression, shame, anger, worry, boredom, and hopelessness) and a significant positive correlation with positive academic emotions (PAEs; e.g., enjoyment, interest, hope, pride, and relief) (Skinner et al., 2008; Mitchell & Della Mattera, 2011; King et al., 2012; McMahon et al., 2013; Liu et al., 2016).

2.1 Teacher Support

Two definitions of teacher support are provided by self-determination and social support. According to the self-determination view, a teacher provides assistance to students when they consider it to be cognitive (Skinner et al., 2008), emotional (Skinner & Belmont, 1993), or autonomy-oriented (Wellborn & Connell, 1987). Ryan and Deci (2000) assert that people carry out their job and finish assignments in accordance with their values, interests. Students' academic interests and teacher support, but those near to them might also affect their associated motives and feelings. Three components make up teacher support: participation, structure, and autonomy support. Giving kids choice, importance, or respect is how teachers support autonomy. Clarity of expectations and circumstances characterizes structure. Warmth, love, commitment of resources, and comprehension are all signs of involvement.

Three aspects of teacher support include engagement, structure, and autonomy support. Teachers who provide their kids choice, relevance, or respect are supporting autonomy. Structure is the ability to clearly define expectations and backup plans. Warmth, affection, resource commitment, student comprehension, or reliability are all examples of involvement (Skinner et al., 2008). According to studies using this definition, teacher support can affect students' feelings of hope, sadness, anxiety, and other emotions (Reddy et al., 2003; Skinner et al., 2008; Van'Ryzin et al., 2009). There are two perspectives on teacher assistance in the social support model: broad and narrow.

Students' academic achievement could be significantly impacted by teacher support in a variety of important ways (Cornelius-White, 2007). It was shown that students were more likely to be motivated, engaged, and successful in their schoolwork when teachers were willing to establish a positive and caring relationship with them, acknowledge their academic and emotional needs, offer support and encouragement regarding their progress in mathematics, and ask for feedback from students on how to improve their math instruction (Patrick et al., 2007). Additionally, researchers have distinguished between two forms of support provided by teachers: intellectual assistance and affective support (Patrick et al., 2007). Affective support measures typically

center on how pupils feel about their teacher's affection and concern for them. Items including the teacher's concern for students' learning, willingness to promote learning, and encouragement to perform at their highest level are commonly used to gauge academic support (Patrick et al., 2007).

2.2 Impact of Teacher Support on Student's Motivation

Students need many to successes but that main things is get time for learning and get a place to study but the main supported palace/ person, is to get support by their teachers to do better (Fisher & Fisher, 2006). A teacher can change students life in complete way to get betterment in his life, when the teacher support their students or motivate their students, the students will be more confident and motivated to learn (Trinket & Moos, 1973). Create safe and supported environment for your students that students feel safe in the way of learning. while teacher create safe learning and supported place, the students automatically free with teacher to speak and ask questions to try to learn new things. Students may fail and get low grade may they have issue at home to work, when the teacher encourage them, they never give up any kind of situations, they do good and try they try their best. (Moos & Moos, 1978). While students get support by teachers they always try to get good grade and do better for their future and be safe, and the critical by the support of their teachers. When students get good motivation through their teachers, they believe themselves and show respect to others.

2.3 Impact of Teacher Support on Students' Performance

The teacher plays a great role in student's life they help the students in every kind of situations, and they do good for other, and the teacher just not teach the lesson, they help, guide, motivate, support their students in their life, (patina & winged, 1976) when the teachers support their students there will be a big difference they will perform well and they feel confident. The teacher means help, support, encourage and care about students .it can be many ways, explaining lessons, and helping students to their students in real life situations, just listen student's problem and motivate the students, support can be kinds of words and share respect to one another, a good student can care and help. When the teacher support their students, they feel safe and happy (Kind et al., 1987). Some students have personal problem the teacher listen and give advice to them to do the work .the students feel better where the students is respected in a good way .a good teacher create peaceful and friendly classroom environment where the students would be good learning and be the part of learning .teacher always notice students weakness and point out the weakness of a students and may the he give extra help and give extra time to practice ,

such help bring improvement on the students (Viklmg & Melis, 1989) but it is not easy to support the students ,they need to understand what is problem of a students and how to guide what they did ? What they want to do? Also the students have to build a trust and relationship with their teachers. when the teacher and student work together they face better result. The teacher is a big impact on students' performance, understand lesson, feel confident, safe motivated, a teacher's care, help support, can change a student's life. (OCCEM) when a student is motivated they get good support they can get big difference and they get big change in their life.

2.4 Self- Determination Theory

The self-determination theory of motivation (Deci & Ryan, 2000) identifies autonomy, competence, and relatedness as the three fundamental psychological demands. One is more likely to be intrinsically motivated when these three conditions are satisfied during adolescence (Magwa & Magwa, 2017). According to Deci and Ryan (2000), intrinsic motivation is the willingness to participate in an activity for its own sake and the desire to do so even in the absence of tangible rewards. Stated differently, a student's motivation and desire to learn must come from within. Genuinely motivated students are more involved in their studies and more likely to attain better academic results (Black & Deci, 2000; Jang et al., 2012). As a result, independent learning and intrinsic motivation are closely related. However, according to Ushioda (2003), the social-learning environment has a variety of effects on students' motivation and self-directed learning. Although there are risks and demands in social learning environments that can discourage student motivation, students need assistance in a dynamic setting that encourages their desire to study independently (Ushioda, 2003). As a result, Ushioda (2003) highlights the necessity of creating "scope" for autonomy or conditions that support independent. The theory of self-determination (SDT).

2.5 Types of Teacher Support

1. Teacher Academic Support

Academic support means to get help in instruction works. It is completely significance for students. When students get support by academic, they do good in an instruction and do well in class, and feel more compatible. There are many way of academic support. One common way is help from teachers. Teachers explain lessons, answer questions, and give advice. They also give extra time when the student not understanding the lecture and Good teachers

always want their students to succeed (Malecki et al., 2000). One-way support comes from parents. Parents can help students with homework, talk about school, and encourage them to try their best. When parents care about education, children often do better in school. A simple “You can do it!” from a parent can mean a lot to a student. Schools also give support through tutors. A tutor is someone who helps students one-on-one or in small groups. Tutors can explain things in a different way and give more time to practice. Many students find it easier to learn with a tutor because they can ask questions and go at their own pace. Friends and classmates can also give academic support. Sometimes, students understand lessons better when they study with friends. They can share ideas, quiz each other, and explain things in a simple way. Studying together can also make learning more fun. Libraries and online resources are other kinds of support. Libraries have books, computers, and quiet spaces for study. The internet has videos, websites, and apps that help students learn. Many people use YouTube or educational apps to understand hard topics. Academic support is important because not everyone learns the same way. Some students need more time. Others need different methods. With support, students don’t feel alone. They know that someone is there to help themselves (Reynolds et al., 2004).

1. Teacher Emotional Support

Teacher emotional support is very important for students. It means that teachers care about students’ feelings and help them when they are sad, worried, or stressed. When students feel safe and happy in the classroom, they can learn better (Patrick et al., 2004). Emotional support from a teacher includes being kind, listening to students, and helping them feel better. A good teacher understands that learning is not just about books and tests. It is also about how a student feels inside. If a student is feeling bad, it is hard for them to focus and learn. When a teacher gives emotional support, students feel more comfortable. They are not afraid to ask questions or make mistakes. They know the teacher will not laugh at them or get angry. Instead, the teacher will help them understand and do better. This makes students more confident and brave. For example, if a student comes to school feeling sad because of a problem at home, a good teacher will notice and talk to the student kindly. The teacher may say, “Are you okay today?” or “Do you want to talk?” These small words can make a big difference. Sometimes, students feel stressed before a test (Kani, 2006). A supportive teacher can say, “You studied well, and you will do your best. I believe in you.” This helps students feel calm and try harder. Knowing someone believes in them gives students hope and strength. Teachers can also make the classroom a happy place by smiling, being patient, and making sure everyone feels included. They treat all students

with respect and fairness (Class et al., 2011). This builds trust between students and teachers. When students feel emotionally supported, they are less likely to give up. They want to come to school, learn, and grow. They know someone is there to help them, not just with schoolwork but also with their feelings. Studies show that emotional support from teachers helps students do better in school. It also helps them build good relationships with others. Students who get this kind of support learn how to manage their emotions and become kind, strong people. Emotional support also helps students behave better. When teachers show care and understanding, students listen more and follow rules. They feel like part of a family in the classroom. This helps create a peaceful and happy learning environment. In conclusion, emotional support from teachers is very important. It helps students feel safe, confident, and ready to learn. When teachers care about students' feelings, students do better in school and in life. A kind word, a smile, or a little time to listen can make a big difference. Every teacher should try to give emotional support, because it helps students grow not just in their studies, but also as people.

2. Teacher Practical Support

Teacher practical support is the help teachers give students to do well in class. It includes helping with homework, giving clear instructions, answering questions, giving learning materials, and showing how to do things step by step (Churchill et al., 2024). This kind of support helps students understand their lessons better and feel more confident. Practical support starts in the classroom. A good teacher explains lessons in a way that is easy to understand. They may use the board, pictures, or real objects to show what they mean. For example, in a science class, a teacher might show a plant or do a small experiment to explain how plants grow. This helps students learn by seeing and doing, not just by reading or listening. Teachers also give practical support by checking if students understand the lesson. They may ask questions or give small tasks. If a student is confused, the teacher explains again or in a different way. This makes sure no one is left behind. Students learn better when they feel supported and not afraid to ask for help. Homework is another place where teachers give practical support. A good teacher gives homework that matches what was taught in class. They make sure students know how to do it. If the homework is too hard, the teacher helps explain it or gives extra examples. This kind of help makes students feel less stressed. Teachers also give useful learning materials. These can be worksheets, notes, videos, or websites. These tools help students practice at home or review before a test. Some teachers even give study guides or tips for learning. These small things make a big difference. Sometimes, a student may have trouble in one subject. A good teacher gives extra time or special help. For example, if a student is weak in

math, the teacher may spend more time with that student after class. This personal help is very important. It shows that the teacher cares and wants the student to succeed. Practical support also includes preparing students for exams. Teachers help students understand what to expect, give practice questions, and teach good study habits. This makes students feel ready and less worried. A supportive teacher also helps students work together. They give group tasks, teach teamwork, and guide students to help each other. Learning with friends can be fun and helpful, and the teacher makes sure it stays on track. In conclusion, teacher practical support is very important in student success (Vinokr & NG, 1999) It helps students learn better, feel more confident, and enjoy school. Practical support includes good teaching, clear homework, helpful materials, and personal help when needed. When teachers give this support, students feel stronger and ready to do their best.

3. Teacher Social Support

The interaction between students and teachers is frequently studied as a mediator of students' academic performance and the different social-emotional and academic consequences associated with that performance. Relationships between students and teachers are clearly crucial when it comes to giving them the support, structure, and incentive they need to avoid undesirable outcomes (Crosnoe et al., 2004). Increased student involvement, school liking, and academic achievement are all correlated with positive student-teacher relationships that are characterized by low levels of conflict (Ladd & Burgess, 2001). These beneficial effects aid in easing the transition from elementary to middle school, where pupils may encounter a variety of intellectual and social-emotional difficulties. According to Wetzel (1998), middle school students who felt that their teachers supported them more—as measured by the average of their academic and social support—also demonstrated a markedly higher level of interest in their classes and school and assumed a significantly greater amount of responsibility for pursuing their academic and social objectives. Thus, helping children navigate this transitional phase requires building and sustaining strong student-teacher relationships. Teachers' social support has been identified as a crucial component in ensuring that children have favorable results and preventing negative ones (McNeely & Falci, 2004). Despite the fact that both social support and teacher relationships are linked to favorable student outcomes, there are significant conceptual distinctions between the two. Warmth and acceptance are two traits that best represent supportive student-teacher relationships (Brewster & Bowen, 2004). These traits fit in nicely with the emotional support element of student-teacher relationships, but they don't take into consideration the other forms of assistance that educators offer. A wider and more distinct set of behaviors make up teacher social

support. For instance, informational and evaluation behaviors like sharing knowledge and offering feedback are also included in teacher social support.

3. Research Methodology

3.1 Research Approach

The research approach of this study was qualitative research.

3.2 Research Design

Case study research design was used to achieve the objectives of this study.

3.3 Population

The target population of this study was all students of the University of Gwadar.

3.4 Sample Size and Sampling Technique

Five students were selected. Three males two female students were selected, and convinces sampling technique was used.

3.5 Data Collection Technique

For this research data were collected through face-to-face interviews.

3.6 Data Collection Tool

In this research open ended questions were used and self-developed semi structure questions.

3.7 Validity of the Tool

The validity of the tool was assured from expert supervisor.

3.8 Ethical Consideration

1. The first researcher informed the Respondents the purpose of the study.
2. Before the data collection, students were informed that their data will be secured.
3. The participants were not forced during interview.
4. Students felt safe and secure, free from physical or emotional harm.
5. All student responses were handle in a confidential manner.
6. Participants were assured of their anonymity throughout the study.
7. The research was conducted with respect for participants' rights and welfare.

4.Data Analysis

4.1 Teacher Behavior and Attitude

Teachers are very important in our lives that they help use to learn new things and guide use to become better in your future, teacher behavior and attitude make a big difference in students' life, teachers are helpful, respectful person that may students feel happy in their life and motivate o learn better in their life. Good teacher always shows positive behavior, whether in class or out of class but he/she shows positive behavior or attitude. They always treat their students with good behavior and motivate their students no matter how they are, a good teacher with good behavior or attitude guide their students and listen every questions of their students and provide best answer with clear pronunciations. Good teacher always treats their students to help and build confident, a good teacher always provides extra time to their students to learn more and more. Teacher with positive behavior or attitude encourage their students, when the students believe that, our teacher always motivate us and provide good words and motivate us by using good words, Good job, keep it up, then the students will be motivated more and more. motivating teacher set the goals of students. Teachers are role model with positive behavior. Teachers good behavior or attitude show the way of good relationship to their students to give respect to others. teacher's behavior or attitude plays a great role in student's life or a society to provide better future to their students.

As participant said:

Teacher support would be recognized in many ways while teacher will enter in a classroom, so attitude, behavior, environment of teacher aware the students and in a classroom there has different level of students, some talented and some are sharp but the main support of the teacher take the students with himself. If a teacher motivates their students then the students will be comfortable to learn more, and they always try their level best to get more.

Another participant said,teachers always motivate there to achieve the goals and make them critical thinker to solve the issues by themselves. By the motivation of their teacher, they think that teachers will always support me to achieve the goals.

4.2 Students Supports

Students are the future of our world to help them the best, they need different kinds of support in their life, support means to help, guide, care and many more also students face many challenges in their life so, the right support make them success and feel comfortable in their field. the support comes for teachers, parents, school's friends and other many areas.

As one participant shared an experience that my teacher supported me as a, socially, emotionally that these supports effects on your academic performance. While teachers support them socially, emotionally, then they feel safe and keep moving further.

2nd participant said:

Students should be supported in many ways such emotional support, academic support, and many more that students should be supported While teachers support their students at level of academic than students always try their best to prove something to their, and academic support make themselves honest for all works.

Academic support the students to study and learn more, to help them understand the lessons, train them related homework and prepare them for exams and many ways to be prepared well. Teachers provide academic support to explain the lesson clearly and answer the questions and need extra help to learn more about a thing. Academic support helps the students to do group work and ask questions to one another also ask questions to each other help one another about a specific topic.

As participant said,...what I think practical support is not available, but academic support is available such teachers provides lectures, notes, after that teacher check the notes of their students to take out the mistakes of the students that next the students must not do the same mistake again. Academic support brings bundles of changes on students learning of many ways.

4.3 Effect of Teachers' Communication on Students' Motivation

Effect of communication and motivation plays a great role in our daily life, they help people to understand one each other to reach the goals. good communication means to share thoughts, and ideas, information with clear ways that second people should be clear what you want to say about a thing. motivations mean has strong energy to motivate some and convince someone.

Communication and Motivation have a big role in learning and working, motivate the people in a good way and communicate with other to clear the message. When the people talk with one another to encourage them and feel happy and safe, communication provide a connection to another by the ways of speaking, discussing something's to another. Good communication support others to understand other thought and feeling. Thought the communication will clear the feeling of other but need to understand. good communication between students and teacher shows the ways of learning but when the teacher explain the lesson clearly than the students get at clearly and learn better. When the teachers listen to their students means taking care of their students and feeling happy with their teacher or students.

As participant one said:

Teacher should be motivated, and recognized your student if a student is late in class call the student individually ask that what is reasons, in here teacher demotivate the students in university level they told that this is not my issue you have to solve that still the teacher reply that there is not any respect that teacher never do best.

Another participant said:

The way of good communication with their plays a great role to understand the students and provide clear thoughts and good lessons. Good communications provide clear message to their students and they always try to clear the pronunciation of any words and clear each and everything to others.

One more participant said:

Motivation is significant for every student with motivation the students can't gain more can't learn well in good way might they can't achieve the goals. Motivation provide better learning by using some adjectives may confident their students with single words usage.

4.4 Teaching Method and Learning Environment

Teaching and learning are two very important parts of education. To help students learn well, teachers use different teaching methods. At the same time, the place where students learn — called the learning environment — also matters a lot. When teaching methods are good and the learning environment

is friendly and safe, students enjoy learning and do better in school. Teaching methods are the ways teachers help students learn. Not all students learn the same way, so teachers use different methods to help everyone understand. Some students learn best by listening, some by watching, and others by doing things with their hands. This is when the teacher explains the topic by talking to the class. It is good for giving information, but it can be boring if used too much. In this method, students talk with the teacher and with each other. They ask questions and share ideas. This helps students think deeply and learn from each other. Students work in small groups to solve problems or do projects. This builds teamwork and communication skills. Teachers use games, drawings, or hands-on projects. This method makes learning fun and helps students understand better. Teachers use computers, smart boards, videos, or online lessons. These tools make learning more interesting and help explain hard topics in a simple way.

As participant one said:

To create a positive learning environment, recognize student's readership, teacher communications level will support the students, use supported methods, by these students will satisfies that our teacher is movating us and encouraging us, assess their students in a good way. Teaching methods provide better knowledge to their audance and students, usage of different methods and many more.

Another participant said:

Methods play a great role while teaching somewhere that provide opportunity to their students and may all students can learn with the same methods and teacher should create learning environment that students should not feel lazy. Methods provide better learning, with clear lessons main them may they get well each and every thing by using different methods of teaching.

4.5 Student-Centered Approach

Education is all about helping students learn and grow. One of the best ways to do this is by using the student-centered approach. In this method, the focus is on the student, not just the teacher. The teacher helps, guides, and supports, but the students are the main part of the learning process. They take part in activities, ask questions, solve problems, and make choices about how they learn. This way, students become active, confident, and responsible learners.

The student-centered approach means that students are at the heart of everything in the classroom. Instead of just listening to the teacher all the time, students do more talking, thinking, and doing. They work in groups, do projects, and make decisions. The teacher's job is not to give all the answers, but to help students find the answers themselves. This method is very different from the old way of teaching, where the teacher spoke and the students listened quietly. In student-centered learning, both teachers and students work together as a team. Students are involved in the lesson. They ask questions, take part in activities, and explore new ideas. Learning becomes fun and meaningful. Student Choice Students can choose topics they are interested in, or how they want to do a project. This makes them more excited to learn.

As participant one said: Teacher have to see the situations but some the students they need daily support or teacher motivations, some of the student they don't need, teacher have to see the situations and support their students to achieve the goals.

Another participant said:

Teacher have seen weak students ,if the students are weak leaner they can't be fast leaner ,teacher have to focus .if a teacher cannot support emotionally to the students they are a fried of someone from home side they can't learn or can't study well ,they can't achieve their goals.

4.6 Teacher Qualities

Teachers are very important in our lives. They help us learn, grow, and become good people. A good teacher does more than just teach lessons. A good teacher guides students, supports them, and helps them become the best they can be. To do this, teachers need to have some special qualities. These qualities make them great at their job and loved by their students. In this essay, we will talk about the main qualities that make a teacher good and successful. A good teacher must know the subject well. They should understand what they are teaching and be ready to answer questions. If a teacher knows the topic, they can explain it in a simple way. Students learn better when the teacher explains clearly. But knowing the subject is not enough. A good teacher also keeps learning. They read books, attend workshops, and stay updated. Learning never stops, even for teacher. Patience is a very important quality in a teacher. Some students learn fast, and some take more time. A patient teacher does not get angry or upset. They explain again and again until every student understands. Patience helps students feel safe. They know their teacher will not judge or laugh at them. This makes learning easier and more. A good

teacher is kind and caring. They show love and respect to all students. They talk nicely, smile, and listen when students speak. This makes students feel happy and important. When a teacher cares, students feel safe to ask questions and share their problems.

As participant one said:

The qualities of a teacher should be involved on the understanding of students needs and use different methods and other many more that the needs of students should be available when students see the teacher's qualities so they feel supported from their teacher.

4.7 Students' Outcomes

Student outcomes are the results of learning in school. They show what students have learned and how well they have grown. These outcomes can be about knowledge, skills, behavior, or values. Student outcomes help teachers, parents, and students understand how well the student is doing in school. Good student outcomes mean that students are learning well, gaining confidence, and becoming ready for the future. In this essay, we will talk about the meaning of student outcomes, the types of outcomes, and the things that help students achieve good results Skills like reading, writing, math, and teamwork if a student can solve math problems, write stories, or work well in a group, those are positive student outcomes. These are about what students learn in subjects like math, science, reading, and writing. Good academic outcomes mean that students understand lessons and do well in tests and exams. Social and Emotional Outcomes These are about how students behave, feel, and treat others. A good outcome means the student is kind, respectful, and can work with others. Some outcomes are about learning skills for daily life, like problem-solving, communication, time management, and being honest and responsible.

As participant saidthrough teacher support student's learned well and gain more and more such skill, behavior, attitude, communication.

5.Conclusion

Teacher support plays a crucial role in enhancing student motivation and academic performance at the university level. This study found that when teachers provide consistent academic, emotional, and practical support, students demonstrate increased engagement, improved self-efficacy, and

better academic outcomes. Supportive instructional behaviors—such as encouraging feedback, empathetic communication, and individualized guidance—significantly influence students’ willingness to participate actively in their education.

Academic support helps students grasp complex concepts and develop essential learning strategies, directly contributing to improved academic performance. Emotional support—exhibited through empathy, patience, and positive reinforcement—fosters a sense of belonging and reduces academic anxiety, which in turn promotes persistence and resilience. Practical support, such as career advice and real-world problem-solving guidance, prepares students for life beyond university, enhancing their academic and professional readiness.

These findings align closely with the principles of **Self-Determination Theory (Deci & Ryan, 2000)**, which posits that motivation thrives when students’ needs for autonomy, competence, and relatedness are met. Teacher support addresses all three of these needs: it empowers students (autonomy), equips them with skills (competence), and fosters meaningful teacher-student relationships (relatedness). However, the application of SDT in diverse academic settings may be limited by institutional constraints, large class sizes, or inconsistent teacher training, which can hinder the consistent provision of such support.

In conclusion, fostering a supportive academic environment through intentional and sustained teacher support not only motivates students but also drives higher academic achievement. The study underscores the need for institutional policies and teacher training programs that prioritize supportive teaching practices. Ultimately, strengthening the teacher-student relationship is key to nurturing motivated, confident, and high-performing learners, thereby contributing meaningfully to both individual success and broader educational goals.

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