

**UNIVERSITI TEKNOLOGI MARA**

**THE RELATIONSHIP BETWEEN  
TEACHER'S INTERPERSONAL  
BEHAVIOUR AND STUDENTS'  
MOTIVATION TO LEARN SCIENCE  
IN SECONDARY SCHOOLS IN  
KUCHING**

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## AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research

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## ABSTRACT

Due to the plummeted result of the Science subject in SPM these recent years, this study is vital in providing details regarding teachers' roles in students' motivation in classroom. This study investigated the relationship between teachers' interpersonal behaviour and students' motivation to learn Science in secondary schools in Kuching. A sample of 389 students out of 29, 468 populations in the Kuching district was selected through the simple random sampling technique to serve as research respondents. It was found that teachers' interpersonal behaviour among secondary school teachers in Kuching was at a moderate level. According to the result, both Proximity and Influence dimensions were found to be determinant of students' motivation. Nevertheless, Proximity dimension which describe teachers' level of cooperation was reported higher compared to Influence dimension which portrayed teachers' dominant towards students. Students' motivation to learn Science was verified at a moderate level of which intrinsic motivation was reported as the highest. Moreover, no significant differences were identified between gender, age and school location of respondents with their motivation to learn Science. Finally, the main finding demonstrated a significant positive relationship between teachers' interpersonal behaviour and students' motivation to learn Science in secondary school in Kuching. Therefore, it is concluded that a moderate level of teachers' interpersonal behaviour contributed to a moderate level of students' motivation to learn Science. As to develop and sustain students' interaction and boost their motivation in learning Science, teachers are recommended to find appropriate interpersonal behaviour pertain to the students' interest.

## ABSTRAK

Berikutan penurunan keputusan Sains dalam peperiksaan SPM kebelakangan ini, kajian ini penting dalam menyediakan maklumat tentang peranan guru dalam memotivasikan pelajar di dalam kelas. Kajian ini bertujuan untuk menyiasat hubungan antara tingkahlaku interpersonal guru dan motivasi pelajar untuk belajar Sains di sekolah-sekolah menengah di Kuching. Sampel kajian terdiri daripada 389 orang pelajar daripada 29, 468 populasi pelajar di bahagian Kuching yang dipilih melalui teknik persamplean rawak. Hasil daripada kajian mendapati bahawa tingkahlaku interpersonal guru di Kuching berada pada tahap yang sederhana. Daripada keputusan tersebut, kedua-dua dimensi *Proximity* dan *Influence* dikenalpasti sebagai penentu kepada motivasi pelajar. Walau bagaimanapun, dimensi *Proximity* yang menggambarkan kerjasama guru adalah lebih tinggi berbanding dimensi *Influence* yang menggambarkan guru sebagai dominan terhadap pelajar. Motivasi pelajar untuk belajar Sains adalah pada tahap sederhana di mana motivasi intrinsik dilaporkan sebagai yang tertinggi. Selain itu, tiada perbezaan signifikan dikenalpasti antara jantina, umur dan lokasi sekolah responden terhadap motivasi mereka untuk belajar Sains. Akhir sekali, dapatan utama menunjukkan terdapat perbezaan yang signifikan antara tingkah laku interpersonal guru terhadap motivasi pelajar untuk belajar Sains di sekolah-sekolah menengah di Kuching. Oleh itu, dapatlah disimpulkan bahawa tingkah laku interpersonal guru akan memotivasikan pelajar untuk belajar Sains. Untuk meningkatkan dan mengekalkan interaksi dan meningkatkan motivasi pelajar dalam pembelajaran Sains, maka, guru digalakkan untuk memilih tingkah laku interpersonal yang bersesuaian dengan pelajar.

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