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Impact of Teachers' Soft Skills on Students' Behavior at Primary Level in District Bannu

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ABSTRACT

This study investigates the Impact of Teachers' Soft Skills in context of communication skills adaptability and empathy on Students' Behavior at the Primary Level in District Bannu. The research aims to assess the level of soft skills among primary school teachers, evaluate student behavioral patterns, and analyze the extent to which teachers' soft skills influence students' behavior. Using a quantitative research design, data were collected from 329 male primary school teachers selected through stratified random sampling from a total population of 2,267 teachers across 676 schools. Two structured Likert-scale questionnaires were used to measure teachers' soft skills and student behavior. The findings revealed that teachers demonstrated moderate to high levels of soft skills, including communication, empathy, adaptability, positive reinforcement, and emotional regulation. Correspondingly, students exhibited high levels of respectful behavior, emotional regulation, responsibility, motivation, and conflict resolution. Regression analysis indicated a statistically significant and moderately positive relationship between teachers' soft skills and student behavior, with each soft skill domain contributing uniquely and significantly to various aspects of student conduct. Notably, communication skills, empathy, and adaptability strongly predicted students' respectful behavior. The results led to the rejection of the null hypothesis, confirming that teachers' soft skills significantly impact student behavior at the primary school level. This study underscores the importance of developing and integrating soft skills training in teacher education and professional development programs to foster positive student outcomes and a conducive learning environment in primary education.

KEY TERMS: Teachers' Soft skills, Students' Behavior, primary education.

INTRODUCTION

In the recent years, it has been noted that in educational research, the question of the effectiveness of teaching has been given more focus putting more emphasis on interpersonal and intrapersonal competency of teachers. These soft skills in contrast to technical hard skills are a direct addition to the affective and relational side of the teaching profession which is vital in producing an engaging, supportive and inclusive learning experience. The modern literature is strict in this opinion: when teachers possess a high emotional intelligence level and interpersonal competence, they have a much higher chance of creating respectful and responsive classroom environments, which positively influence the behavior and motivation of students (Darling-Hammond et al., 2020; Gupta, 2020). In particular, teacher communication patterns, empathy and emotional control are keys to establish expectations and directing student actions as well as classroom control in constructive ways (Jennings and Greenberg, 2009). Empirical research has been conducted throughout the world to create a solid relationship between soft skills of teachers and student performance. As an example, the research reveals that students of teachers with high emotional intelligence and positive interpersonal behaviors have fewer chances of getting involved in disruptive behaviors and more chances of demonstrating cooperative and respectful behavior (Kauts & Kaur, 2017). Moreover, the skills are required of teachers to manage a variety of classroom scenarios and work on the students to shape their behavior, which will eventually enable the students to acquire self-management and enhanced interpersonal behavior (Goleman, 1995; Woolfolk, 2019).

Statement of the Problem

Student behavior at the primary school level significantly affects learning outcomes and classroom dynamics. Many schools faces the problem of having large sizes of classes and limited resources, complexities, teachers' ability to manage student behavior is crucial. However, the socio-cultural background of the area might require alternative methods of classroom management than those of more urbanized regions, which can emphasize certain soft competencies as being of the most localized impact (Wentzel and Miele, 2016). This creates a serious gap in the study. The absence of the soft skills may contribute to disruptive behavior, low engagement, and poor discipline among students. Although the significance of soft skills in education is widely recognized, there is a lack of research in District Bannu examining the direct effects of teachers' soft skills on student behavior. This study explore the Impact of teachers' soft skills on primary school level students' behavior; determine which specific soft skills have the greatest impact on student's behavior primary school level.

Research Objectives

The following were the research objectives of the study

1. To examine the primary school teachers soft skills in District Bannu.
2. To examine the primary school student's behavior in district Bannu.
3. To find out the impact of teacher's soft skills on student's behavior at primary school level in district Bannu.

Research Questions

The following were the research questions of the study:

1. What is the level of soft skills of teachers at primary school level?
2. What is the status of student's behavior in primary school of district Bannu?

Research Hypotheses

The following null hypotheses were developed:

H₀1. There is no significant impact of teachers' communication skills on students' behavior at primary school level.

H₀2. There is no significant impact of teachers' adaptability on students' behavior at primary school level.

H₀3. There is no significant impact of teachers' empathy and compassion on students' behavior at primary school level.

Significance of the study

The significance of the study would highlight the critical role of teachers' soft skills in influencing student behavior and engagement, thereby emphasizing the importance of these skills in creating a conducive learning environment. Understanding this relationship is essential for fostering positive student outcomes, particularly in rural and under-resourced areas where traditional methods may not be as effective. Moreover, the study would provide valuable insights for school administrators and policymakers by offering evidence-based recommendations for implementing targeted teacher training programs that focus on developing essential soft skills.

Delimitations of the study

The study was delimited to Gov't primary schools (only male) in District Bannu.

REVIEW OF THE RELATED LITERATURE

This part focuses on review of existing literature regarding the impact of soft skills in context of communication skills, adaptability and empathy on students' behaviour. The review aims to understand how soft skills including communication skills adaptability and empathy, influence students behaviours.

Teachers' Soft Skills

Teachers' soft skills are the personal attributes and behaviors that enable them to effectively carry out their responsibilities. Soft skills are essential job-related skills that involve little or no interaction with machines and have a broad application in the workplace. However, the initial understanding of soft skills was somewhat vague, with experts remarking that hard skills were those we knew a lot about, while soft skills were less understood. A follow-up study also took a critical view of the concept. Psychologist Nicholas Humphrey highlighted that social intelligence, rather than purely intellectual intelligence, is what defines humans. Today, many industries prioritize soft skills in their employees, with some companies offering professional training programs to develop these essential skills.

Students' Behavior

Students' behavior is influenced by various factors. Positive behaviors, such as attentiveness, participation, and respect for others, foster a productive learning atmosphere, while negative behaviors, such as disruptions, disobedience, or disengagement, can hinder academic progress and create challenges for both teachers and students. Through the use of soft skills teachers can guide students toward appropriate behavior, encourage self-discipline, and promote a supportive classroom culture.

Impact of Teachers Soft Skills on Student's Behavior

Communication, adaptability and empathy, are considered soft skills that are critical in the social and emotional development of the student. Soft skills are very essential in the teaching profession as researchers have pointed out. A teacher with very good soft skills would be in a better position to control classroom behavior, to avert situations and change conflicts and to foster healthy relationships with students thus improving the learning process.

Nguyen et al., (2021) argues that theoretical background of teaching soft skills in education seeks to understand the impacts that such skills may have on different behavioral outcomes of the students. This context is consistent with research on organizations that examine the correlation between staff performance and organizational culture, as the case is with foreign-owned logistics service companies.

Al-Harbi, (2015) conducted a .research on employee motivation at King Faisal Air Base revealed that a combination of intrinsic and extrinsic incentives enhanced employee performance. In education, the focus shifts to understanding how teachers' soft skills impact student behavior and performance, drawing parallels to how organizational culture shapes employee performance. Studies on motivation and performance in workplace settings provide valuable insights into the importance of interpersonal relationships and leadership styles, which can be applied to educational contexts. Research on motivation highlights the importance of both intrinsic and extrinsic factors in enhancing performance. Ryan & Deci, (2000) state that in education, intrinsic motivation can be fostered through a teacher's ability to create an engaging and supportive environment, while extrinsic motivation may come from external rewards or recognition. This dual approach to motivation is particularly relevant when assessing the impact of teachers' soft skills on student behavior. Therefore, exploring the impact of teachers' soft skills on students' behavior at the primary level is a significant area of research that can inform strategies for professional development and educational improvement. Soft skills have become essential for teachers to effectively perform their roles in the education sector. A growing body of research demonstrates that soft skills can be successfully taught to educators (Bush, 2012).

Yacoubi and Alsaïd (2020), argues that intrinsic motivation is the internal drive that prompts people to act without the expectation of external rewards, driven by factors such as personal satisfaction, a sense of duty, altruism, or the need for acknowledgment. Individuals with high levels of intrinsic motivation often exhibit deep engagement and passion for their work. They may also experience a state of "flow," described by Yousif (2018) as the optimal balance between the challenge of a task and one's skills, resulting in complete immersion in the activity. Whether driven by intrinsic or extrinsic motivation, individuals join organizations with the aim of achieving certain outcomes.

RESEARCH METHODOLOGY

This chapter outlines the research design, approach, and techniques employed for the collection of data to analyze. This section typically covers the type of research, the sample population, sampling techniques, data gathering tools, and the statistical methods used to analyze the data.

Research Design

Survey method of quantitative research design was employed in an attempt to determine the extent to which the soft skills of the teachers change the student behavior. This design was mainly preferential when it came to assessing perceptual variables and analyzing the impact of such variables,

Population of the study

All male teachers of public school at primary level were the population of the study. As mentioned in the Annual Statistical Report of Government Schools forth year 2023-2024, the number of government primary schools in District Bannu was 676. The number of male teachers working in these schools was 2,267. The study population was based on the entire number of these 2,267 teachers. The statistics used in finding out the population size was based on the official statistical publication put out by the Department of Elementary and Secondary Education, Khyber Pakhtunkhwa which makes it accurate and authentic as the statistics used in the research.

Table 1 showing the population of the study

Schools	Teachers	Total
676	2267	2267

SOURCE: Annual Statistical Report of Government Schools (2023-2024)

<http://175.107.63.45/NewIMUSite/images/reports/ASC2023-24.pdf>

Sample of the study

Among the population, 329 teachers were chosen, giving the entire sample size of the study, after one considers the other share of the larger sample structure. The sample size was determined based on the considered statistical standards so that the level of confidence was 95 percent with a margin of error that is 5 percent. To ascertain the right sample size an online sample size calculator was employed and this is the tool on <http://www.raosoft.com/samplesize.html> that considers the variation level in the population and other important parameters to generate a scientific sample estimate.

Table 2 Showing the Sample of the Study

S.No.	Schools	Population	Sample
1	676	Teachers 2267	329

Research Instrumentation

Two structured questionnaires were used in this study to collect the data. Each questionnaire was used to collect certain data pertaining to the research objectives. One of the questionnaires was aimed to determine soft skills of teachers and the other one was designed to determine the behavior of the students. Likert scale was measured on strongly disagree to strongly agrees In the case of the soft skills questionnaire of teachers, the questions were designed that could be assessed, accordingly while, the questionnaire on the behavior of the students was also developed according to the objectives of the study.

Validity

The research instruments that were used in this study were all validated thorough review of six professionals in education. The reviewers tested the content validity of the instruments separately and

evaluated the clarity, relevance, and thoroughness of the item. The recommendations and guidelines of the experts were well taken into account and included in the final copy of the instruments to make them free of ambiguity, biasness, and irrelevance.

Reliability

In order to achieve reliability of the research tools, Cronbach's alpha coefficient was calculated. Cronbach's alpha is a well-known statistical index applied in determining how well a range of questions of a questionnaire are tied together and gauge the same latent variable. In the current study, two different questionnaires, which will be used to measure Teachers Soft Skills (TSS) and the Behavior of Students (S.B), were generated. A pilot research was carried out using the sample of 33 participants' representative of the target population. According to the methodological rules, this sample size was regarded as sufficient to conduct preliminary tests. Analysis of responses was performed following their coding after data had been collected under the Statistical Package for the Social Sciences (SPSS), version 27. Teachers-Soft Skills (TSS) Questionnaire got the value 0.82 and Students Behavior (SB) questionnaire got the value 0.901. Hence, both these tools are reliable enough to use in the primary study.

Data Collection

The data in this research was collected by use of a structured questionnaire. The researcher visited the sampled school teachers and also informed the participants about the intent of the research and gave proper directions so that the participants were not confused and see the questions in another light. The respondents were also assured that their responses would be kept confidential and help in academic purposes alone. The activated face-to-face interaction not only enhanced the response rate, but it also allowed developing a trust relationship and promoting the self-reporting of honest and well-considered answers of the participants. The subjective involvement of the researcher into the process of data collection also helped to make the data collected

Data Analysis Method

Mean and standard deviation were used as descriptive statistics while multiple regression was used as inferential statistics to analyzed the collected data.

ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on the analysis, tabulation, and interpretation of the collected data. The analyzed data was systematically tabulated and interpreted in accordance with the study's research objectives

PART (A): TEACHERS SOFT SKILLS DATA ANALYSIS

Table 3: Mean score of teachers' communication skills

S. No.	Statement	N	Mean	Std
1	I use clear and concise language to explain concepts.	329	3.16	1.30
2	I listen actively to students' questions and concerns.	329	3.50	1.29
3	I ensure all students understand instructions before starting tasks.	329	3.49	1.28
4	I use appropriate tone and gestures to engage students.	329	3.11	1.34
5	I encourage open discussion in the classroom.	329	3.45	1.24
6	I provide constructive feedback to students to improve their learning.	329	3.44	1.24
7	I adapt my communication style based on students' understanding level.	329	3.20	1.28
8	I use visual aids and examples to clarify difficult concepts.	329	3.19	1.12
9	I actively listen to students' concerns and respond with understanding.	329	3.10	1.23
Overall Mean			3.29	0.83

Table 3 gives the mean and standard deviation of communication skills of a teacher. The communication skills of teachers are one of the parameters of teachers' soft skills. Teachers soft skills is an independent variable in the research and students, on the other hand, is a dependent variable whose behavior changes with the presence of teachers soft skills. Teaching, communication skills get reflected in terms of the mean values. There are nine items in this table. The count of those items consists of 1, 2, 3, 4, 5, 6, 7, 8 and 9. Each of them has a mean of 3.16 (1.30), 3.50, 3.49, 3.11, 3.45, 3.44, 3.20, 3.19, and 3.10 respectively. The mean scores of all these items fall in the scale of high mean (3.41 -4.20). This demonstrates that communication skill of teacher is up to mark. The mean values of item 1, 4, 7, 8 and 9 which falls in the mean category of moderate (2.61 3.40). These five values indicate that the communication skills of the teachers are at medium level since this is the mean of the five items. The total mean sitting at 3.29 (0.83) is in the middle range of moderate category. This implies that, the level of communication skills of the teachers is moderate.

Table 4 Mean Score of Empathy

S. No.	Statement	N	Mean	Std
1	I understand and support students' emotional needs.	329	3.27	1.33
2	I address individual students' challenges with care.	329	3.56	1.29
3	I show concern for students' well-being beyond learning.	329	3.60	1.26
4	I help students feel comfortable sharing their thoughts.	329	3.23	1.33
5	I provide additional support to students struggling emotionally.	329	3.46	1.27
6	I create a classroom environment where students feel valued and respected.	329	3.47	1.25
7	I encourage students to support and empathize with each other	329	3.25	1.27
.Overall Mean			3.40	0.89

Table 4 shows the mean scores and standard deviation of another soft skills parameter of the teacher, the empathy. The average figures indicate the degree of empathy abilities among teachers. This table consists of 7 items one is 1 and the other is 2, 3, 4, 5, 6 and 7. Averages of these items are 3.27(1.33), 3.56(1.29), 3.60(1.26), 3.23(1.33), 3.46(1.27), 3.47(1.25), and 3.25(1.27) respectively. Some of them, namely, item 2, 5, 3, and 6, belong to the mean range of a high level (3.41 - 4.20), this means that teachers express a high degree of empathy in these particular aspects. In contrast, numbers 1, 4 and 7 belong to the category of mean with 2.61-3.40, which means that the level of empathy demonstrated by teachers in these areas is moderate. In the general mean score of empathy, it shows 3.40 (0.89) indicating that the teachers possess good empathy.

Table 5: Mean Score of Teacher Adaptability

S. No.	Statement	N	Mean	Std
1	I adjust teaching methods based on students' learning styles.	329	3.20	1.17
2	I modify lesson plans to cater to diverse student abilities.	329	3.17	1.20
3	I accommodate students with special needs effectively.	329	3.15	1.35
4	I use new teaching methods to make lessons interesting.	329	3.51	1.29
5	I maintain flexibility in responding to unforeseen classroom situations	329	3.53	1.28
6	I adjust classroom activities based on students' interests and responses	329	3.20	1.34
7	I incorporate feedback from students to improve my teaching approach	329	3.43	1.23
8	I adapt assessment methods to suit different learning paces.	329	3.43	1.26
Overall Mean			3.33	0.86

Table 5 presents the average and the standard deviation of the parameters of the soft skills of teachers, namely, adaptability. The averages depict the extent of the adaptability of teachers in the classroom. Eight items form part of this table. These are 1,2, 3, 4, 5, 6, 7 and 8. Their means are 3.20(1.17), 3.17(1.20), 3.15(1.35), 3.51(1.29), 3.53(1.28), 3.20(1.34), 3.43(1.23) and 3.43(1.26) respectively. The average grades of measures 5, 6, 7, and 8 belong to the mean range (3.41 4.20) of high, representing that teachers portray a high degree of adaptability in these spheres. However items 1, 2, 3 and 5 are in the middle range of moderate (2.61 -3.40). indicating a moderate indication in adaptability in these particular fronts on the part of the teachers. The overall mean value gives 3.33(0.86), which is likewise found at moderate category to show that teachers have moderate adaptability in terms of their soft skills.

PART (B): STUDENT BEHAVIOR DATA ANALYSIS

Table 6: Mean Score of Student’s Respectful Behavior

S. No.	Statement	N	Mean	Std
1	Students <i>treat their peers and teachers with respect.</i>	329	4.49	0.84
2	Students follow classroom rules without frequent reminders.	329	3.46	1.42
3	Students listen attentively during class discussion.	329	3.83	0.97
4	Students use polite language while interacting with classmates.	329	3.95	0.99
5	Students show appreciation for others' opinions and contributions.	329	3.02	1.35
6	Students wait for their turn to speak without interrupting others.	329	3.16	1.31
Overall Mean			3.65	0.53

The table 6 displays the average and standard deviations of the respectful conduct of the students. One of the parameters that are utilized to determine the overall conduct of the students, which in this study is taken as the dependent variable, is the aspect of being respectful. The table shows the mean values of students reflecting their proper behavior in relation to their respectfulness expressed basing on the six various statements. These are 1, 2, 3, 4, 5 and 6. These items have a mean of 4.49 (0.84), 3.46 (1.42), 3.83 (0.97), 3.95 (0.99), 3.02 (1.35) and 3.16 (1.31) respectively. Item 1, 3 and 4 have mean scores that are in the high mean range (3.41-4.20). This means that students mostly respect their fellow or rather classmates and teachers, they also listen to lectures attentively without interrupting the lecturer and they also speak in polite language when communicating. In item 1, which has a mean score of 4.49, students have a high regard (respect) of their teachers? The averages of items 2, 5 and 6 (2.61 to 3.40) indicates that the students are relatively adherent to the rules in a classroom, appreciate the contributions of others and do not easily disrupt with interruptions during their turn to speak. The mean value is 0.53 (3.65), falls in high category, and is evidence that students show high level respectfulness behavior in the classroom setting as a whole.

Table 7 indicates Impact of teachers soft skills on students behavior

Model	Un-standardized Coefficients				Standardized Coefficients		
	R	R ²	B	Std. Error	Beta	T	Significance
1(Constant)	0.57	0.33	1.93	0.38	0.57	15.28	0.00
Students Behavior			0.47	0.12		12.82	0.00

P<0.005

In table 7 the score of the linear regression model is indicated. 0.57 is the value of ||R||. 0.33 is scored as R 2. The simple correlation is indicated by the value of —R|| in the table above and linear regression by the value of —R2||. The linear Regression value of 0.33 was indicate that 33 percent change that has been realized by

means of independent variable that is the aspect of soft skill of the teacher in the dependent results that is behavior of student. The findings indicated that teachers’ soft skill is critical predictors ($R^2 = 0.33, P < 0.005$) of the student behavior.

Table 8: Shows multiple Regression values regarding Impact of Teachers Soft Skills on Students Behavior.

(a) Model summary of Regression

Model	R	R ²	Adjusted R Square	Std. Error of the Estimate
1	0.749	0.561	0.559	0.3144
2	0.749	0.562	0.558	0.3047

(b) Coefficient of Regression

	Model	Unstandardized coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Significance
1	(Constant)	2.1604	0.0738		29.277	0.000
	Communication Skill	0.4150	0.0217	0.726	19.094	0.000
2	(Constant)	1.8503	0.0942		19.645	0.000
	Communication Skill	0.4072	0.0210	0.712	19.368	0.000
	Empathy	0.0986	0.0196	0.185	5.028	0.000
3	Constant	1.8585	0.0954		19.481	0.000
	Communication Skill	0.4080	0.0211	0.714	19.344	0.000
	Empathy	0.1191	0.0413	0.223	2.885	0.000
	Adaptability	-0.0241	0.0428	-0.044	-0.562	0.000

The results of multiple regressions concerning the effects of soft skills of a teacher on the behavior of the students have been presented as Table 8 (a) and (b), at primary school level. The independent variable is the total five domains of the soft skills of the teacher and the student behavior which is a dependent variable. The list of the predictors that explain the behavior of the student is demonstrated in the three models. These predictors include communication skills, empathy, and adaptability. The R^2 figures of these predictors are 0.52, 0.56, and 0.58, respectively. This implies that the independent variables create 52%, 56%, and 58%, change in the dependent variable. The standardized values of the coefficients, t-values and the significance values are shown in Table 8b.

Table 9: Shows multiple Regression values regarding impact of teachers’ soft skills on students’ respectful behavior

(a) Model Summary

Model	R	R ²	Adjusted R ²	Std. Error (Est.)
1	0.361	0.83	0.828	0.853
2	0.463	0.62	0.626	0.988
3	0.563	0.74	0.724	0.4965

(b) Coefficient of regression

Model		Un-standardized co-efficient		Standardized Coefficients		
		B	Std. Error	Beta	T	Significance
1	(Constant)	2.885	0.113		25.555	0.000
	Communication Skill	0.233	0.033	0.361	7.000	0.000
2	(Constant)	2.814	0.149		18.829	0.000
	Communication Skill	0.231	0.033	0.358	6.923	0.000
	Empathy	0.023	0.031	0.037	0.724	0.004
3	(Constant)	2.812	0.151		18.570	0.000
	Communication Skill	0.231	0.033	0.358	6.894	0.000
	Empathy	0.019	0.066	0.031	0.289	0.007
	Adaptability	0.004	0.068	0.007	0.063	0.090

Table 9 (a) and (b) represents the outcome of multiple regression pertaining to the influence of a soft skill of a teacher on just one aspect of student behavior which is the aspect of respectful behavior at primary school level. In total, there exist three domains of soft skills of a teacher as independent variables whereas respectful behavior is one of dependent variables. The list of the predictors explaining the respectful behavior is demonstrated as the three models (Table 9a). These predictors include communication skills, empathy, adaptability,. R2 of these predictors are 0.83, 0.62, and 0.74, respectively. This implies that 83%, 62%, and 74%, change is created in the dependent variable (respectful behavior) by independent variables. Table 9 b has the values of the standardized, coefficient, Beta, the t-value and the levels of significance.

RESULTS

1. The average of teacher communication is 3.29 (SD = 0.83) and it is in the moderate category. Five items score in a moderate range (2.61-3.40) and four items scored in a high range (3.41-4.20) in regard to mean scores out of nine items. This shows that the communication skills of the teachers are in middle range with regard to the response of participants. (See Table 3)
2. The mean value of the empathy on teacher is 3.40 (SD = 0.89), thus categorized to be high. It means that in most aspects, teachers would have a decent degree of empathy. (See Table 4)
3. The total average of the adaptability score of teachers is 3.33 (SD=0.86) and this is a moderate range. This implies the fact that the adaptability of teachers in school is moderate. (See Table 5)
4. The total of the respectful behavior of the students (M = 3.65, SD = 0.53) is also classified as high. What this means is that, students tend to be very respectful in the classroom generally. (See Table 6)
5. $R=0.57$ implying that there exist a moderate positive connection amid soft skills of teachers with a student conduct. R^2 is 0.33 and hence 33 percent of the variation in the behavior of students was due to soft skills of the teachers. It was statistically significant ($P < 0.005$) which means that soft skill of teachers is a good predictor to the behavior of students. (See Table 7)
6. The three scales of communication skills in teachers, empathy, adaptability, of teachers have R^2 values of 0.52, 0.56, and 0.58, correspondingly. This implies that these predictors accounted to 52%, 56%, and 58%, variance in the behavior of the students. Their standardized values, t-values, and p-values prove that all the domains show an important role in predicting the behavior of students in primary school. (See Table 8)
7. Soft skills of the teachers are good predictors of students who behave appropriately. R^2 of the communication skill, empathy, adaptability, are 0.83, 0.62, and 0.74 respectively. This shows that the amount of accountable variance in respectful conduct is somewhere between 83%, 62%, and 74%. The Beta values, t-values, standardized coefficients and significance values prove the powerful prediction capacity that these soft skills have over the respectful behaviors of students. (See Table 9)
8. The overall R value (0.57) and R^2 value (0.33) indicates that there is a confident correlation between the variables which is moderately strong and statistically significant. Moreover, it is possible to add that all areas of soft skills i.e communication, empathy, adaptability, were identified to significantly predict major dimensions of students' behavior. Considering these results the null hypothesis (H_01) can be rejected.

Discussion

The study aimed to advance the role of teachers' soft skills and students' behavior at the primary school level in District Bannu. Data were collected through structured questionnaires using a stratified random sampling method representing various schools in the district Bannu.

The findings revealed that the level of teachers' soft skills was moderate to high, where communication skills were at a moderate level while empathy was relatively high, and adaptability also showed moderate to high ratings, indicating that teachers were generally able to adjust to classroom situations. On the other hand, students' behavior was found to be generally positive, suggesting that learners mostly demonstrate learning-friendly and classroom-friendly behaviors.

The analysis further showed a strong positive relationship between teachers' soft skills and students' behavior, and regression results indicated that a considerable portion of variance in students' behavior could be explained by teachers' soft skills. The domains of communication, empathy, and adaptability were statistically significant predictors of students' behavioral outcomes, leading to the rejection of the null

hypothesis that teachers' soft skills have no effect on students' behavior. These findings are consistent with previous studies which reported that teachers' interpersonal qualities, empathy, and professional attitudes play a vital role in shaping students' academic engagement, behavior, and classroom environment Farooq (2011) & Korthagen (2004)

Conclusion

1. Depending on the above results of the current study, it can be decided that the soft skills of teachers positively affect student behavior and make a considerable contribution to its formation under the conditions of primary school education in District Bannu. Regarding the first goal, the research had obtained information that the teachers possess a high level of soft skills in three main areas including communication skills, empathy, and adaptability,.

2. It was concluded that level of behavior amongst the students was high.

3. The analysis revealed that there is a moderate (though positively significant) correlation between soft skills and student behavior among the teachers. The regression analysis also showed that the soft skills of teachers could explain 33 percent of the variance in the behavior of students ($R = 0.57$, $R^2 = 0.33$). Among the soft skills, adaptability appeared to be the most predictive one as it directed the student behavior toward the positive.

Recommendations

1. Communication skills of teachers were reported of middle range ($M = 3.29$), training sessions that focus on verbal and non-verbal communication methods may be held enhance their ability. This may comprise of active listening and giving clear instructions and constructive feedbacks.

2. Since adaptability also ranks 3.33 (moderate), the professional development activity can be in the form of workshops that would assist the teachers in adapting to the changes in the learning needs and classroom dynamics through adjusting their teaching strategies to the current needs. It might be useful to train in varied instruction and versatile classroom management.

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