



The Influence of Teacher-Student Interaction on Student Motivation and Achievement at Secondary School Level



Nayyar Sultana *

Aleena Chaudhry †

Noreen Idrees ‡

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Abstract: *The learning environment will be greatly impacted by this effect, which will affect students' performance and motivation. The purpose of this study is to look into the relationship between motivation and academic achievement between students and teachers. It is anticipated that the study's findings were highly helpful to the participants as well as to learners, parents, educators, and legislators who wish to understand how teacher-student interaction impacts learners' motivation and performance. The investigation is being conducted using the quantitative research approach. The study's sample consisted of 20 Teachers and 217 pupils from the two schools. There was one school that did very well on the board exams and one that did not. Students who have strong teacher-student relationships should or will be able to develop a need for satisfaction. Positive teacher-student contact was positively correlated with student motivation.*

Key Words: Students' interaction, Student motivation and Achievement

Introduction

Several studies by Anderman (2008) and other researchers demonstrate that if teachers make the time to get to know their students, they can motivate them to learn. According to Whitaker (2004), there has been additional research, and educators should emphasize that building relationships is essential to the motivation process. It's imperative to put these concepts into practice for the child's benefit. Instructors need to be conscious of the impact they have on their pupils and treat their perceptions of them with respect (Eschenmann, 1991). The academic and emotional needs of their students must be met, according to teachers.

According to Whitaker (2004), the most important factor in the classroom is the teacher, not the students. Outstanding teachers have high

standards for themselves and their students (2004). Since it might be possible to change their way of thinking, these educators recognise the importance of building an emotional connection with their students (2004). "Good teachers divert hundreds of lives by getting in the way of the kids' goals. A certain innocence is what binds humanity together (Bolman & Deal, 2002, p. 124). Whitaker (2004) asserts that a student's first—and possibly most important—point of contact is with their instructors. Despite all of the programs, initiatives, and reforms that have been implemented to improve education. Of all the components, the human factor is the most significant. According to Whicker (2004), on page 9, "Given a challenging, aligned curriculum, our best indicator of student progress is the answer to that simple question" (Terry, 2008, p. 1). Relationships that motivate require that teachers are knowledgeable about

* Lecturer, Department of Educational Sciences, National University of Modern Languages, Islamabad, Pakistan.

† Lecturer, Department of Educational Sciences, National University of Modern Languages, Islamabad, Pakistan.

‡ Lecturer, Department of Educational Sciences, National University of Modern Languages, Islamabad, Pakistan.

student motivation and accomplishment and are effective at motivating students. Teachers and students must value the contributions of each other.

The classroom environment, and the teacher specifically, can have an impact on a student's motivation, performance, and desire to cheat academically. It matters what kind of relationship students and teachers have as well as how students view their fairness, skill, concern, and support. Students want to connect with people because they firmly believe that they are deserving of respect and love. According to Stipek, a lot of kids who have problems in school also have problems in their relationships with their parents. According to other studies (Kathy Paterson 2015; Whitaker, 2004), many first-graders outperformed other students who had the same support system.

Rationale of study

This study's main objective was to investigate a scale designed to measure high school students' motivation and teacher interaction-assisted student achievement. This scale was capable of predicting academic achievement, had a factorial structure, and was psychometric. When analyzing the results, the corpus of previous research on the topic and the findings' pedagogical significance are taken into account.

Albetro (2003) carried out a descriptive cross-sectional correlation study to look into how student-teacher interactions affected motivation and performance. There are 849 graduate students enrolled at "The University of Lahore" for the current semester. Staff members and students from the Lahore School of Nursing and the Department of Vision Sciences at the University of Lahore's new campus located on a mile of defence road in Lahore participated in the study. The Lahore School of Nursing's optometry and nursing departments provided a sample size of 217 participants for this investigation. Examining the statistically significant correlation between teacher-student interactions and student motivation was the aim of the study. Students who have strong teacher-student relationships should or will be able to develop a need for satisfaction. The ability of Positive teacher-student contact was positively correlated with student motivation.

Statement of the problem

The debate over public education reform in Pakistan is probably going to last well into the twenty-first

century. It is necessary to convey to the reader the gravity and immediacy of the situation. The goal of the current study is to ascertain how secondary students' motivation and achievement in Tehsil Rawalpindi are impacted by interactions between students and teachers. The study's objective is to assess the requirements for secondary education while teaching in Rawalpindi. The second objective is to assess the state of secondary education today by creating an educational profile for Tehsil Rawalpindi and examining the impact of teacher contact on student motivation and performance in the classroom.

Research Objectives

This study intends to achieve the following objectives:

- i. To differentiate between the term Teacher-student Interaction on Student Motivation and Achievement
- ii. To assess the Teacher-student Interaction on Student Motivation and Achievement at the secondary school level
- iii. To analyze the academic achievement indicators of students
- iv. To see the relationship between Teacher-student Interaction on Student Motivation and Achievement.

Research Questions

The following research questions and Hypotheses will be tested:

- i. How much, if at all, do teachers and students perceive their interactions with one another differently?
- ii. How much of a correlation exists between motivation (Expectancy and Force) and teacher-student interactions?
- iii. How much is achievement and the relationships between teachers and students correlated?
- iv. How much of a correlation exists between motivation and achievement (G.P.A.)?

Research Hypothesis

- H1. Teachers and students have different perspectives on the interactions that occur between them.
- H2. There is a connection between motivation and the relationships between teachers and students.

- H3. There is a connection between accomplishment and the relationships between teachers and students.
- H4. There is a connection between motivation and achievement (G.P.A.)

Significance of the Study

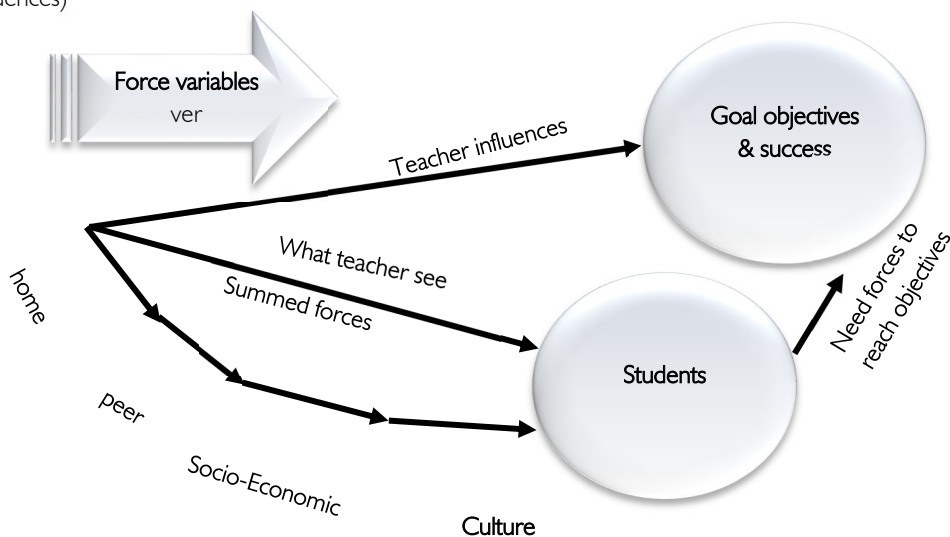
After presenting some statistical data indicating students' "apathy," it will be evident that immediate action is necessary to pinpoint and resolve the underlying issues. Unmotivated students will be passive and unproductive. If these students don't meet the productivity requirements set by the state or local government, they will either be held behind in class or get so irate that they drop out. Unmotivated pupils

frequently develop discipline problems both within and outside of school, which is another significant issue. Many of these students, especially the boys, will ultimately be placed in alternative or Special Education classrooms as a result of this, which will have a negative impact Carter (2000). It is anticipated that both the study participants and responders will greatly benefit from the study's conclusions. Additionally, knowing how teacher-student interactions affect student motivation and accomplishment would benefit students, parents, educational planners, and policymakers. Numerous internal and external influences, including social pressure, culture, financial status, and the family environment, have an impact on students' lives.

Magnitude and direction force

Figure 1

Magnitude and Direction of Force (W. S. McGee, 2009)
(Influences)



The purpose of this study is to further our understanding of how student-teacher interactions can enhance and raise motivation levels.

Literature Reviews

Expectancy Theories of Motivation

One could attain this by using their existing degree of skills. Amount of ambition is described by Schunk et al.

(2008) on page 45 as the benchmark or goal that a person sets for themselves in a task based on prior performance and experience with the activity. Expectancy and value are two of these fundamental characteristics, according to Bolman (2003). According to this theory, two factors affect a person's aspiration level personal value components and expectations about the task's likelihood of success. In other words, a successful individual will select goals that are doable

and then set higher standards as they advance. Schunk and colleagues found in earlier research that people who are thought of as having higher abilities by themselves or others tended to set higher goals than those who were thought to have lower abilities, and that failure generally resulted in decreased aspirations while success generally increased their lower abilities (Schunk et al, 2008).

Atkinson's Achievement Motivation

Apart from expectations and values, Atkinson also lists personal needs as a motivating factor. He described values or valence as the motivating factor, necessities as justifications, and chances of success as expectations for achievement. These three elements combine to determine the person's behaviour or activity. He divided the reasons for success into two categories: attitudes to failure, which should deter people from failing, and approaches to success, which should encourage people to pursue achievement. The hypothesis states that those with strong success-oriented motives would approach tasks with the belief that they could and would succeed, leading them to participate in achievement tasks.

The intended outcome motivates the person in both groups. Expectancies and self-perceptions are connected, according to Cross (2001). The individual must have faith in their ability to finish a specific action with expectation. She goes on to state that someone won't be driven to finish a task if they lack confidence in their capacity to do it. She adds that some people's fear of failing is so intense that it drives those people to act in ways that lead to the dreaded Buckingham (1999).

Vroom's Expectancy Theory

The psychosomatic occurrences that coincide with a person's behaviour are linked to the decisions that person makes, as per Vroom's Expectancy Theory (1964/1995). He makes a connection between people's hopes that they will be able to complete the necessary tasks, that the intended result will materialize, and that, provided they play their role, the promised outcome will occur. Whether or whether educators can actually inspire their students is a topic of much discussion. A common trait of unmotivated children is "learned helplessness," which occurs when they give up or appear incapable. To emphasize, teachers have the unique power to affect the environment for their children. The culture of

achievement or lack thereof that they foster can make or break a child's attitude toward learning. They will typically be more driven to learn if their teacher has faith in them. According to Payne (2003), in order to provide equal opportunity for their students, in addition to teaching students to advocate for themselves and understand the repercussions of their decisions, educators must assist students in setting higher expectations for themselves (Boston, 1988).

When a student succeeds academically and feels as reported by his instructor that this achievement could open doors to more fulfilling lives, it should motivate them to action. Motivation is the name for this ability.

Reward and Reinforcement

According to Boss (2002), rewards may or may not encourage a behaviour, whereas reinforcement always does. The purpose of the reinforcer is always to reinforce the behaviour being reinforced. Different kinds of incentives, such as money, medals, or other awards, can improve the actions related to the activities, making them reinforcers rather than merely incentives. Effective reinforcers are conditional on behaviour, unlike rewards, which are typically not. Giving praise to a child who ordinarily doesn't finish a task and seeing that behaviour enhances task completion are examples of reinforcers. The reinforcer is a prompt reaction to a specific behaviour.

But a summer day camp that awards a child with a certificate for being the best student of the day at the end of the day would qualify as a reward because it doesn't specifically target any one behaviour. Operant behaviour is defined as "activity that operates on the environment to cause consequences" by B.F. Skinner (Nye, 1996, p. 48). These actions fit this description. Nye goes on to say that because this kind of behaviour is generated internally rather than being prompted or initiated externally, it is proof of an active being. Other categories of reinforcement include negative or positive reinforcement.

Relationships, Cultures, and Student Achievement

It seems that many people have the ability to bring out the best in others. McGinnis (1985) asserts that "Motivators are created, not born" (p. 16). A person who lacks motivation does not exist (McGinnis, 1985, p. 18). Instead, a variety of things and environments can inspire people in various ways. He continues, "The next step is to channel the already-present enthusiasm and energies in the right direction." The crucial

distinction between incentive and manipulation was emphasized by McGinnis (1985). A teacher must be very careful in order to distinguish between the two.

Following According to McGinnis (1985), a successful teacher or leader must have the following two qualities. This teacher's class will not allow a single child to fall behind. He puts forth the concept of choice theory, in which he contends that humans have five fundamental desires at birth: love, power, survival, fun, and freedom. Most people look for social connections or relationships with other people in order to meet these basic needs.

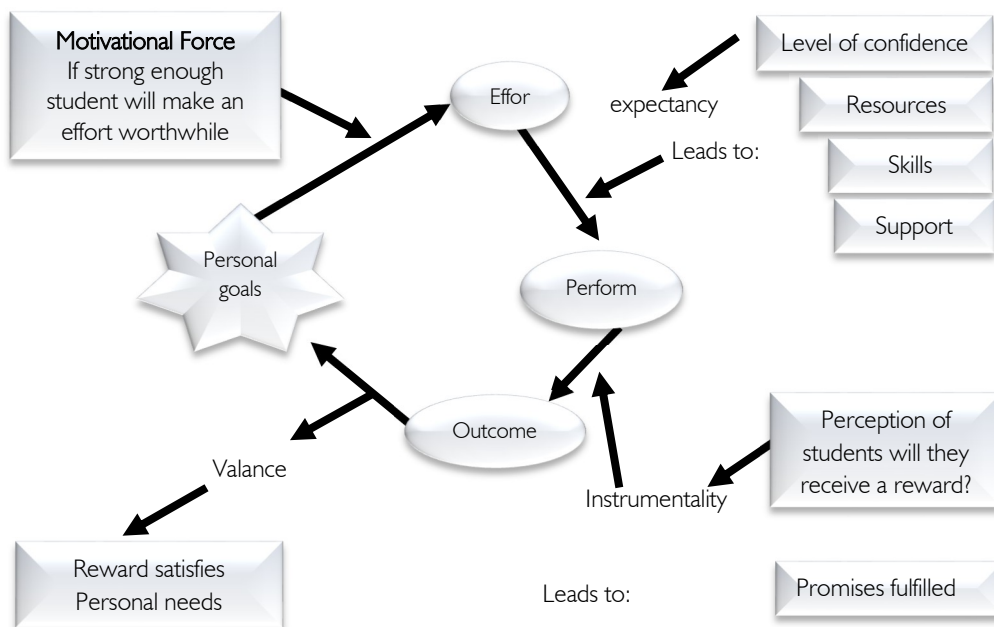
Theoretical Framework

Many researchers are now focusing on the importance of what happens inside the human as compared to only the external, observable behaviour. One of the most well-known study ideas for examining the factors influencing accomplishment motivation is Vroom's Expectancy Theory served as the study's theoretical foundation. This theory holds that people are motivated by a desire to encounter positive outcomes rather than negative ones (Vroom, 1964/1995). Vroom's Theory emphasises the three elements of Expectancy, Valence, and Force. Refer to Figure 2, which shows how Victor Vroom's expectation theory and student behaviour are related.

Victor Vroom's Expectancy theory

Figure 2

Theoretical Framework: Victor Vroom's Expectancy Theory



Equity Theory

The idea that students' opinions of their professors' fairness have a big impact on their performance was addressed by equity theory are notable supporter of this approach, according to Wren (1995). According to Wren, this idea highlights the value placed on people feeling that they are being treated fairly and

equally because motivation is founded on fairness. According to this idea, students would work harder on a task if they believe they will receive a reward that is commensurate with the effort they put in as well as benefits that are equivalent to those received by their peers in similar situations (Wren, 1995). Wren's Equity Theory is depicted in Figure 3.

Figure 3

Equity Theory Ratios (Wren, 1995, p.331).

$$\begin{aligned} \text{Personal outcomes} &= \text{Reference Group} \\ \text{outcomes Personal inputs} &= \text{Reference group inputs} \end{aligned}$$

Methodology

Research Approaches

The investigation is being conducted using the quantitative research approach. The operationalization of numerical replies through statistical analysis forms the basis of the data. From the respondents' point of view, the data is objectively assessed. The quantitative approach had to be used due to the nature of the research objectives and hypothesis.

Research Designs

A descriptive and correlational style methodology is used in the study. Since the impact of teacher-student

interaction on student motivation and achievement is the topic of interest, co-relational research is employed in order to investigate how this interaction influences these outcomes.

Population

The study's sample consisted of 20 teachers and 217 pupils from the two schools. There were 130 kids and 11 instructors from School Number One who took part. There were 87 pupils and 9 teachers at School Number Two (n = 217 students and n = 20 teachers).

Table 1

Population of the study

Sr. No	Population (Students)	n
1	Male	180
2	Female	37
3	Teachers	n
Total		237

Table 1.1 explains the number of students and teachers of ASF Public School Islamabad and F.G Sir Syed High School Rawalpindi (Male students = 180 and Female students = 37 and Teachers 20). One high-performing school and one average-performing school in board exams.

Sampling Technique

The sample of the study was selected by using a cluster sampling technique.

Sample Size

A sample of 10% of the population, comprising 24 students, was chosen to conduct the research. The questionnaire will be given to all 24 students and 02 teachers to complete.

Table 2

Sample size of the study

Sr. No	Sample (Students)	Sample (Students)	n
1	Male	Male	14
2	Female	Female	10
3	Teacher		02

Total	26
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Table 1.2 explains that 10% of the population is collected as a sample that is a total of 24 (Male students = 14 and Female students = 20 and teachers = 02).

Data Collection Tool

Students' motivation was measured using the Motivated Strategies for Learning Survey (MSLQ) Quick Version. Feedback from instructors and students can be measured and assessed using the Questionnaire on Instructor Interaction (QTI) Surveys. Grade point averages are used to evaluate students' academic performance. The district gathers

academic data on students via FBISE, its data management platform.

Data Collection

Personal data collection was done by the researcher. Teachers and students have been contacted directly by the researcher to complete the questionnaire.

Data Analysis

Using the proper statistical analysis or techniques, data was examined. A conclusion and recommendation were made based on the results.

Table 3

Data Analysis Description

Group	Teachers	Students	t	df
Total QTI 183.37	Total QTI 183.37	Total QTI 183.37	Total QTI 183.37	Total QTI 183.37

Table 2 indicates that the student mean (181.98) was not statistically higher than the teacher mean (183.37), as $t(18) = 0.36$ indicates. Teachers evaluated themselves as exhibiting more positive interactions than what their pupils saw, albeit this difference was not statistically significant.

If every participant selected the same response on the MSLQ, they might obtain a minimum score of 12, and if every person selected all seven responses, they could receive a maximum score of 84. A high grade suggests that the learner used more study strategies. The student replies were examined within the following range: The range of scores for motivation

was as follows: 1 (score of 12) to 2.625 (31.5); 2.625 (score of 31.5) to 4.375 (score of 52.5) for average motivation; and 4.375 (score of 52.5) to 7 (score of 84) for high motivation.

Delimitation

This study was restricted to the F.G. Boys High School in Rawalpindi and the ASF Public School due to time and resource constraints. Since participant self-reported data is the basis for the results, the data's validity is limited. The sample size was modest. A large sample size will increase the precision of the findings.

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