

**A STUDY OF THE IMPACT OF TEACHER STUDENT INTERACTION ON
STUDENT MOTIVATION AT SECONDARY LEVEL**



A

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ABSTRACT

The present study attempts to study the Teacher Student Interactions and student's motivation at the secondary school level of Jammu city. The tool used for the present study was the Questionnaire of Teacher Interaction (QTI) and Motivated strategy learning questionnaire (MSLQ). The sample consisted of 200 students (both boys and girls) at the secondary school level of Jammu city. The descriptive statistics Mean, Standard deviation, Product moment correlation(r) and t - test has been used. In the study it was observed that the teachers have quite often exhibited positive behavior in the classrooms. Results show the students see their teachers as good leaders most of the time and also have rated their teachers in terms of exhibiting helpful and friendly nature, understanding and giving students freedom and responsibility in the classroom. Also, the negative aspects of the teachers seldom exhibit uncertainty, dissatisfaction and admonishing behaviour but they are little strict in academic behaviour. This shows that the teacher student interaction is positive in their classroom. There is a very positive correlation found between their student teacher interactions and motivation. No gender differences have been reported in teacher interpersonal behavior as measured by QTI except the scale of Uncertain. Female students were found to be little uncertain as compared to their male counterparts.

CHAPTER-I

1.1 INTRODUCTION

Previously teaching means nothing more than giving information and imparting knowledge. It was the time when teaching was considered as a two-way process teaching and subject the child was altogether ignored. No attention was given to his needs and desires. The child was measures by the adult yardstick. The subject matter was read out, told by the teacher and child simply memorized. Modern system of education has brought the child under the limelight of radical change. Now teaching is considered as a two-way activity where both the teacher and students play an important role in order to improve the education system (Ahmed and Noreen, 2009). The classroom learning environment can take a physical form such as the color of the walls, the number of posters or the quality off desk resources. However, the environment also takes a more important Psychological and social form and it is this form which is addressed in this paper. The Psychosocial classroom environment is the Psychological and social relationship which exists between students and their teachers. It is frequently different from one class to another. This report links which has been found between a particular classroom learning environment, and the development of student's motivation at secondary level. Teachers are aware that there is more to teaching than delivering a syllabus. Teachers constantly make judgment about what question to ask in class about who could answer them, about when to intervene in discussion, when to move on or when to slow down, about when to reprimand and when to encourage the list could go on and on. Teachers are also aware that all classes are different. Generally, when teachers teach two classes at the same year level with the same course the classes frequently are different. Each class develops its own unique learning environment.

Teacher student interaction on motivation: a proliferation of research from Eschmann (1991) and other scholars suggests that if teachers take the time to build relationships, they can motivate their students to learn. Further research (Whitaker, 2004) also suggests that teachers need to have a strong belief that building relationships are important to the motivation process. There is a need to capitalize on these beliefs for the child's benefit. It is important that educators recognize the impact they have on their students, and consider strongly their students' perceptions of them (Eschmann, 1991). Teachers have to ensure that they are meeting student needs, both academically and emotionally. Creating classroom environments that promote positive cultures with healthy interactions can motivate students to channel their energies and desires to reach their goals. According to Whitaker the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves (2004). These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible (2004). "Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives. There is an innocence that conspires to hold humanity together."

(Bolman& Deal, 2002). Whitaker (2004) suggests that teachers are the first and perhaps most important point of contact in a student's life. Despite the countless reforms, educational movements, and programs implemented to improve education; no other element can be as profound as the human element. Teacher - student interaction on motivation wants to feel connected to people and to feel as though he or she deserves to be loved and respected (Stipek, 2002). According to Stipek many of the children who are not doing well academically, are the same ones who have a poor relationship with their teachers. Typically, the more they fall behind academically, often, the more this relationship is weakened. If they are constantly reprimanded in class, the environment and the teacher-student relationship begin to hold negative associations. In her research, Stipek found that students who perceived a more nurturing relationship with their teachers tended to have better attitudes towards academics and often did better than their peers who lacked the same support system. Student teacher interaction on motivation both in and out of the classroom is influenced strongly by the teaching perspective embraced by the teacher. Teachers whose teacher- student interaction is governed by the rhetorical perspective communicate with their students as a means to influence or persuade them the relationship between student and teacher plays a large role in the trajectory of a child's academic success and social development. Establishing a positive relationship with their teachers helps a student feel more comfortable and safer in their environment. The teacher student interference is a care essive in a student social maturation process. Cultivating a positive part with a non- parental authority figure allows students to define themselves, adapt to their environment and grow their emotional and social intelligence. It takes guts and determination to address a teacher privately and let them know how much doing well in the classroom matters to them and teacher values that outreach and display of maturity a teacher is a good person who takes very important responsibility of shaping up the lives of young ones and impressionable children. They get great feeling, pride and true joy in their life by teaching their students on the right path. They never do any type of partiality between good or bad students instead they always try to bring bad one on the right path through their lots of efforts.

A good teacher is someone who spent their whole life giving quality education to their students. They push all the students to do their best. They make the learning process very interesting as well as creative. Teachers try their best to bring all the students on the right track by motivating them positively towards study. Good teachers leave a good impression over their students. Teachers, sometimes award their students for their great works however sometimes punish them to let them understand that they did something wrong which is bad for their life. They make their students able to differentiate between right or wrong so that they can choose for right one in their life by fighting with wrong. Teachers understand that all students do not have the same capacity to learn in the same way so they try to let them understand in their own way.

Teachers are dedicated professionals who have a lasting impact on students. Becoming a teacher will allow you to leverage your strengths and passion as a leader in the education field. If you are looking to make a positive difference in the lives of young people, you may want to consider this

rewarding profession. Each day you will exercise your creativity, patience and communication skills as you present engaging lessons. As a mentor and role model, students will be inspired by your commitment to helping them develop their unique talents and intellect.

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

1.2 TEACHER STUDENT INTERACTION

The peaceful and comfortable school atmosphere is very important to students and teachers to ensure effective teaching and learning. This is because students spend most of their time in school. Teachers need to be more creative and innovative in carrying out teaching and learning approaches or strategies so that students could acquire knowledge effectively. According to Akcay&Doymus (2014), the selection of appropriate teaching methods and techniques are vital to ensure students' understanding of issues and concepts at the highest level. In this classroom, there are various factors that determine the success of students learning. Teachers and students are among the determining factors that contribute to the success of the learning process in the classroom. Thus, it is argued that evaluation of all aspects in the learning environment is crucially important because doing so will not merely provide information for measuring the learner's performance, but also information on teacher's competencies in planning positive learning outcomes.

Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, effective teachers can assess changes in student's behavior and understand the needs of students in the classroom. According to Bucholzand shuffler2019, teachers can shape the classroom environment to be comfortable and therefore improve the ability of students to learn. Conducive classroom environment emphasizes cooperation and openness between teachers and students. Therefore, in learning and teaching especially science subjects, students should be allowed to interact with teachers, classmates and surroundings. Interaction with the environment during learning process will stimulate all student's senses and encourage students to learn in a creative and innovation way. This phenomenon will trigger students thinking and refrain them from simply memorizing fact and knowledge. Furthermore, interesting learning experience will stimulate student's interest in science. Hence, the students will be excited to do various of active and encouraging learning activities. Active involvement in the learning process such as performing an investigation to solve a problem will provide more positive impact on students. According Erigin Kanli &Unsal (2018) effective teaching by teachers enable students to establish a relation between previous experience and daily life, to apply the information learned in solving problems, to defend their opinion and to take responsibility during his life.

Besides teachers, the classroom environment also influences the learning and teaching process. According to Che Ahmad (2013), the physical aspects (size and shape, space, interior, light, color, thermal conditions, noise, levels, furniture and seating arrangement, technological facilities) and psychosocial aspects (interaction between students, students and teachers, students and environment) of classroom will contribute to teaching and learning satisfaction and have a significant impact on students learning. Teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students' developmental, emotional and educational needs.

Teaching is a people profession that demands a large amount of time being dedicated to personal interaction. Positive teacher-student interaction has a very crucial role for effective teaching and learning to take place (Arthur, Gordon, & Butterfield, 2003). There are many important factors including productive Teaching and learning. Positive teacher-student interaction can be defined by shared acceptance, understanding, affection, intimacy, trust, respect, care and cooperation (Krause, Bochner, & Duchesne, 2006). The Teacher Student relationship depends to a very large extent upon effort from both parties although the teacher plays a key role and in fact, the responsibility, to initiate positive interaction. The teacher who is practical in representation, recognition, understanding, intimacy, expectation, respect, care and cooperation towards his or her students not only works at initiating positive teacher-student relationships, but also increases the likelihood of building strong relationships that will endure over time (Barry & King, 1993).

Teacher-student interaction is important for many reasons. Teacher student interaction highly influences a student's skill to change to University, to do well at University, and to relate to peers (Pianta, 1999). Teachers who had positive and secure relationships with students reported that their students were less likely to stay away from school, appeared more independent, more supportive, and busy in learning (Birch & Ladd, 1997; Klem & Connell, 2004).

Teacher-student Interaction has an impact on classroom management and affects learning and growth. According to developmental perspective, the establishment of a positive teacher-student relationship aids a student's cognitive, social and emotional growth and enhances their mental well-being (Brazelton & Greenspan, 2000).

The teacher-student relationships impact productively on a student's self-esteem and enhance their skills. Student-Teacher interactions are very important for the development of the students' academic self-concept and enhancing their enthusiasm and success. Colleges and universities that actively promote close and frequent contact between their students and faculty members are more likely to reap a host of benefits from such initiatives. Faculty members taking an interest in their students' academic progress could potentially make significant contributions in increasing their intellectual and professional development (Anaya & Cole, 2001; Chickering, 1969; Chickering & Reisser, 1993; Cokley, 2000; Terenzini & Pascarella, 1980). There is evidence that students successful in knowing even one faculty member closely are likely to feel more satisfied with their college life and aspire to go further in their careers (Rosenthal et al., 2000). Although

most interactions with faculty tend to occur within the formal classroom setting, students who experience informal interactions tend to be more motivated, engaged, and actively involved in the learning process (Thompson, 2001; Woodside, Wong, & Weist, 1999). Informal interaction between students and faculty has been identified as a primary agent of college culture, and has an important influence on the attitudes, interests, and values of college students (Chickering & Reisser, 1993; Lambert, Terinzini, & Lattuca, 2007; Pascarella, 1980b; Pascarella & Terenzini, 1991, 2005; Thompson, 2001). However, although previous research has established that student-faculty interactions are important, we still need to identify which aspects of student-faculty interactions are helpful and how these could significantly influence students to stay in college, increase their desire to work hard, stimulate them to enjoy learning, and encourage them to strive toward high achievement standards (Bean, 1985). The current study addresses this gap in the literature by examining eight specific types of student-faculty interactions as predictors of academic self-concept and three types of academic motivation, as well as academic achievement in a sample of college students from a medium-sized, public university located in the Midwestern United States.

Interactions between students and faculty members are inevitable and personal connections that emerge through advice and mentoring are highly valued (Light, 2001). In responding to several implicit, unspoken, and nonverbal cues, students are more likely to interact with faculty members perceived to be sociable, intelligent, showing leadership, supportive, and objective (Babad, Avni-Babad, & Rosenthal, 2003; Furnham & Chamorro-Premuzic, 2005). Faculty members allowing students to use their first names are perceived as higher in warmth, approachability, and respect in comparison to faculty members who are addressed by formal titles (McDowell & Westman, 2005). Student-faculty interactions can be formal or informal, occurring either inside or outside instructional settings, with both playing an important role in determining students' academic success (Jacobi, 1991).

The most frequent type of contact that students have with faculty members typically include situations in which they are asking for information about a course or visiting after class (Kuh & Hu, 2001). Faculty-student interactions could take on a more intense flavor in a tutorial style classroom, where a faculty member may meet with two students at a time for an hour, eventually interacting closely with about five such pairs of students per week (Smallwood, 2002). Such close, intense, interaction seems to enhance student learning and intellectual stimulation, with both students and faculty valuing the opportunity to know each other at an informal and personal level. Cox and Orehovec (2007) identified four major types of student-faculty interactions with the most important, "functional interaction," referring to academic-related interactions outside the classroom. The other three types include personal interactions about some personal issues unrelated to academics, incidental contact maintained by occasional greetings, and finally disengagement, where there is minimal interaction with the faculty member inside the classroom and little or no interpersonal exchange. Even though faculty members may not always be aware of it, their interactions can have a far-reaching influence on their students. Faculty

member-student relations are a strong motivator and indicator of learning (Christensen & Menzel, 1998).

In particular, Decker, Dona, and Christenson (2007) note that the student-faculty member relationship is more important in predicting students' social-emotional functioning than their academic performance. This implies that there is a support-seeking dimension in student-faculty member relationships that can be carefully nurtured to shape positive outcomes for students. Informal interactions with faculty members outside the classroom have been found to have an incremental effect on students' motivation over and above the typical predictors of academic performance such as secondary school performance or academic aptitude (Pascarella & Terenzini, 2005; Pascarella, Terenzini, & Hibel, 1978). Informal discussions with faculty members about intellectual issues are associated with increases in students' aspirations to achieve at a higher level than would be predicted by pre-enrollment characteristics. Initial interactions with faculty members are also very influential in increasing the value placed on high academic achievement and in compensating for the general student culture that does not typically value such achievement. Mentoring provided by faculty members as a sponsor, confidant, and protector seem to be relatively more important than even peer support, for students who are transitioning into college (Mann, 1992; Shore, 2003). Thus, faculty members seem to play an important role in the overall college experience for new and continuing students.

Adolescents who model themselves after their teachers rather than their friends report higher levels of school adjustment (Ryan et al., 1994). Informal faculty-student contacts play a particularly crucial role during the first year in college because they allow students to integrate their academic and extracurricular experiences (Goodman & Pascarella, 2006; Pascarella & Terenzini, 1977; Pascarella & Terenzini, 2005). Further, students reporting high and moderate levels of interactions with faculty members (relative to low interactions) rate their academic program as being more interesting, exciting, and enjoyable, as well as more relevant and necessary for their career. Finally, substantive student-faculty interactions have been found to have a positive impact on students' vocational preparation and intellectual development (Kuh & Hu, 2001). These findings suggest that student-faculty interactions have a multidimensional influence on the cognitive and emotional needs of students, thus validating the importance of faculty members as role models. Some researchers have found that students who spoke more frequently with faculty outside class and received advice about their educational program reported significantly higher academic self-confidence (Plecha, 2002). This finding is congruent with Endo and Harpel (1982) and Astin (1999)'s work showing that interacting frequently with faculty members is part of being academically engaged and students who are more involved do better in college. Similarly, Bjorkland, Parent, and Sathiyathan (2002) note that students who are in more frequent contact with faculty members and receive more feedback on their performance show remarkable improvement in communicating in a group, competence in their specific field, awareness about their future occupation, and general problem-solving skills. Other reported benefits of such student-faculty relationships include greater satisfaction with academic

life, lesser likelihood of dropping out, and feeling more intellectually driven (Hazler & Carney, 1993). In support of Chickering's (1969) model, recent data suggest that students engaging in meaningful interactions with faculty members are more likely to have a sense of purpose and competence for succeeding in college (Martin, 2000). Further, students who perceive their faculty members to be caring and have positive informal interactions with them often report greater learning (Teven & McCroskey, 1997) as well as satisfaction with college and enhanced intellectual and personal development (Lamport, 1993).

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information, they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is in need of special attention.

Interested in developing your skills as a teacher? Explore online education short courses designed to give you an in-depth understanding of various skills in teaching.

While motivating students can be a difficult task, the rewards are more than worth it. Motivated students are more excited to learn and participate. Simply put: Teaching a class full of motivated students is enjoyable for teacher and student alike. Some students are self-motivated, with a natural love of learning. But even with the students who do not have this natural drive, a great teacher can make learning fun and inspire them to reach their full potential.

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation. We may have heard the utterance, "my students are so unmotivated!" and the good news is that there's a lot that we can do to change that.

1.3 SIGNIFICANCE OF THE STUDY

The goal of this research was to determine the value and impact of student-teacher interactions in relation to student motivation and achievement. It was further intended that the results of this study would add to the body of knowledge and resources available to enhance the learning experience and influence student success. In order for this to happen, student and teacher perceptions of their interactions were analyzed, as well whether or not this interaction significantly impacted motivation and achievement. The results of this study provided strong arguments in favour of equipping teachers with the appropriate resources and assistance to appropriately meet the needs of their students beyond academic instruction. The slightly negative relationship between motivation and achievement isolated the issue at hand: finding ways to capitalize on these relationships, which will act as catalysts for student achievement the literature

review and results of this study found that teacher-student relationships are crucial to student success. Pearson Correlation analysis proved positive correlations between teacher-student interaction and motivation, as well as positive teacher-student interaction and achievement. It however, illustrated a negative relationship between motivation and achievement. Suggested uses for the study included the development of workshops for educators and administrators that may have a positive effect on the proven significance of the teacher-student relationship problem. The results suggest the need for teachers to be provided with appropriate resources and assistance to meet the needs of their students beyond academic instruction. It also suggests providing students and teachers with measurable and attainable goals to create experiences with and exposure to success. Further, there needs to be a balance where all students are challenged and where the students who need additional assistance are provided with the appropriate scaffolds.

1.4 Statement of the problem

A study of the impact of Teacher Student Interaction on student's motivation at secondary level.

1.5 Operational definition

MOTIVATION

The word motivation originates from the Latin word “movers” which means to move. Thus, it needs literal meaning; motivation is the process of arousing movement in the organism. The motivation is produced and regulated through the release of energy within the tissues. Motivation refers to all those phenomena which are involved in the simulation of action towards particular objectives where previously there was little or no movement towards those goals. The term motivation refers to the arousal of tendency to act and to produce one or more effects.

Teacher Student interaction

Teacher student interaction has an impact on classroom management and effects learning and growth. According to development perspective, the establishment of a positive teacher student relationship aids a student's cognitive, social and emotional growth and enhances their mental well-being. (Brazelton & Greenspan 2000)

1.6 Objectives of the study

The objectives of the present study are:

- To assess the teacher student interaction at secondary level.
- To investigate the relationship between teacher student interaction and motivation at secondary level.
- To investigate whether a significant gender difference exists in student's perception of their teacher student interaction at secondary level.

1.7 Hypotheses

The hypotheses of the study:

- There is a positive teacher student interaction at secondary level
- There is a positive relationship in teacher student interaction and motivational secondary level
- There is no significant gender difference in student's perception of their teacher student interaction at secondary level.

1.8 DELIMITATION OF THE STUDY

- The study has been delimited to 200 students at the secondary level only.
- The study has been only quantitative in nature.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The related studies in any field from the foundation upon which future work will depend. Review of related literature makes an investigator fully aware with the previous work that has been done. A careful review of research, journals, books, dissertation, thesis and other sources of information about the problem to be investigated is one of the important steps in the planning of any research studied.

The review of related literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical, natural or social sciences. Such reviews are also the basis of most research in the field of education.

A review of related literature is must in research. The reason behind carrying out review is that it helps the researcher identify and define a research problem and justify the need for studying a problem. It prevents unnecessary duplication of a study and can act as a source of a theoretical basis for the study. It enables the researcher to learn how to conceptualize research problems and problem identify and operationally define and formulate and refine research instruments.

2.2 STUDIES ON TEACHER STUDENT INTERACTION ON STUDENT MOTIVATION

Fisher & Waldrup (1999) conducted to assess culturally sensitive factors of science students' learning environments, and to examine associations between these factors, students' a study was to develop and validate an instrument achievement of enquiry skills, students' attitudes to science and teacher-student interactions. A measure of culturally sensitive factors of the learning environment, namely the Cultural Learning Environment Questionnaire (CLEQ), was developed. The instrument, which was influenced by Hofstede's four dimensions of culture (power-distance, uncertainty-avoidance, individualism, and masculinity-femininity) and past learning environment research, contained seven scales. With a sample of over 3500 secondary science students, the reliability of the CLEQ scales ranged from 0.69 to 0.86 and showed acceptable discrimination between the scales as the mean correlation between scales ranged from 0.04 to 0.22. Regression analyses indicated that the most consistent predictors of teacher-student interpersonal behaviour were the collaboration, deference, competition, teacher authority and modeling scales. The most consistent predictors of students' attitudes and achievement were equity, competition, deference, modeling and congruence

Waldri & Fisher (2003) the purpose of the study described in this paper was to use the Questionnaire on Teacher Interaction (QTI) to identify and describe exemplary science teachers.

With a sample of over 493 science students, the reliability of the QTI scales ranged from 0.69–0.87. The exemplary teachers were identified as those whose students' perceptions were more than one standard deviation above the mean on the scales of Leadership, Helping/Friendly, and Understanding and more than one standard deviation students' perceptions of their teachers' interpersonal.

Lang, Wong & Fraser (2005) examined teacher–student interactions and student attitudes towards chemistry among 497 gifted and non-gifted secondary-school students in Singapore. The data were collected using the 35-item Chemistry Laboratory Environment Inventory (CLEI), the 48-item Questionnaire on Teacher Interaction (QTI) and the 30-item Questionnaire on Chemistry-Related Attitudes (QOCRA). Results supported the validity and reliability of the CLEI and QTI for this sample. Stream (gifted versus non-gifted) and gender differences were found in actual and preferred chemistry laboratory classroom environments and teacher–student interactions. Some statistically significant associations of modest magnitude were found between students' attitudes towards chemistry and both the laboratory classroom environment and the interpersonal behaviour of chemistry teachers.

Fraser & Walberg (2005) teacher–student relationships described in this issue is an important part of the field of classroom learning environments, although it has its own distinctive and significant features. The questionnaire on teacher interaction (QTI), the main instrument used in this research, follows the strong tradition in learning environments research of using the perceptions of the participants in the classroom. Although this research program originated in the Netherlands, it now is truly international and the QTI has been translated into and validated in over a dozen languages. Not only has past research consistently replicated the advantages of positive teacher–student relationships in terms of promoting improved student outcomes, but positive teacher–student relationships also are worthwhile process goals of education. In the future, it would be desirable for the QTI to be used more frequently by teachers as a feedback instrument for guiding improvements in their classroom relationships with their students, and that qualitative data-collection methods are used more often in conjunction with the use of the QTI in research on teacher–student interaction

Telli, DenBrok and Cakiroglu (2007) investigated the reliability and validity of a Turkish adaptation of an existing instrument for measuring teacher interpersonal behaviour. The Questionnaire on Teacher Interaction (QTI) maps teacher behaviour in terms of two dimensions: Influence (Dominance–Submission) and Proximity (Cooperation–Opposition). A sample of 674 students from 24 classes (Grades 9–11) of experienced teachers in two Turkish secondary schools participated in the study. Development of the instrument involved several steps: translation and back translation by teacher educators; piloting of different versions while refining the items; interviews with students and teachers to establish the importance of teacher interpersonal behaviour in the Turkish context; and a final administration of the questionnaire to the sample described. Interview data and statistical analyses supported the reliability and validity

of the instrument. Turkish teachers were perceived by their students as very cooperative and moderately dominant.

Fraser and Aldridge (2010) examined the relationships between students' outcomes (achievement and attitudes) and the quality of teacher-student interactions among 422 students in 12 classes in a private university in Indonesia. Data analyses supported the QTI's validity, revealed differences between a computer science and a management department in terms of instructor-student interactions, and identified which types of instructor-student interactions are most likely to promote student outcomes at the university level.

Maulana, Opdenakker, den Brok and Bosker (2011) examined the associations between students' perceptions of teacher interpersonal behaviour and learning motivation in Indonesia. Participants were 1900 secondary school students (grades 7 to 9) across 66 (Mathematics and EFL) classes from 11 public schools in Indonesia. The results show that a variety of interpersonal profiles could be distinguished, that teachers perceive themselves more favorably than their students do, and that students' perceptions of teacher interpersonal behaviour and their learning motivation are associated. Influence and Proximity were found to be important determinants of student motivation; both dimensions are related to a more autonomous motivation, while Influence is also associated with a more controlled motivation.

Kour (2012) conducted a study to assess the teacher-student interaction in English classroom at the secondary level by using the tool of Questionnaire on Teacher Interaction (QTI) (Wubbels and Levy, 1993). The result showed that students perceive their teacher to be strict which is quiet acceptable in the Indian classroom situation as a teacher is in the command of class most of the time. The negative aspects of teacher interaction as assessed using QTI have been rate quite low by the students. No significance associations are reported between the teacher student interactions. Result on investigation of gender difference suggest out of the eight scales of the QTI only five scales i.e. understanding, helping/friendly, uncertain, dissatisfied and admonishing are statistically significant in terms of the teacher students interaction in favor of female students. The results also highlight student positive attitude towards English.

Sivan and Chan (2013) validated the Chinese version of the Questionnaire on Teacher Interaction (QTI) in the Hong Kong context as well as examined the relationship between students' perceptions of interpersonal teacher behaviour and their cognitive, affective and moral learning outcomes. Data were collected with the QTI and four other measures of student learning outcomes including a modified enjoyment scale of the test of Science related attitudes, academic achievement, attitudes towards the teacher, and learning of values and attitudes. A total of 612 grade 9 students from 16 Mathematics, Chinese and English classes in six schools participated in the study. The Chinese version of the QTI was found to be a valid and reliable measure. Multiple

regression analysis revealed that students' perceptions of their teachers' interpersonal behaviour were significantly related to their cognitive, affective, and moral learning outcomes.

Veldman, van Tartwijk, Brekelmans and Wubbels (2013) studied the development of teacher–student relationships and teachers' job satisfaction throughout the careers of four veteran teachers who retained high job satisfaction. Teacher data gathered with the narrative-biographical method were compared with students' perceptions of the teacher–student relationships, using the Questionnaire on Teacher Interaction. Teachers' job satisfaction appeared positively related to the self-reported quality of the teacher–student relationships. Positive retrospective teacher perceptions did not always coincide with positive student perceptions. It appeared that teachers may have positive job satisfaction despite, in the eyes of the students, a poor teacher–student relationship.

Molinari, Speltini, and Passini (2013) investigated the associations between the students' perceptions of teachers' interpersonal behaviour and some school outcomes – namely, academic achievement, learning motivation, and a sense of class belonging – considering the mediating role of classroom justice. Moreover, the impact of the school type was analyzed. The research was performed on a population of 614 Italian students enrolled in 2 different types of secondary school, one with an academic orientation, the other with a vocational orientation. Structural equation modeling (SEM) was used to see the effect of the teachers' behaviour on the dimensions of justice (i.e., equality, equity, needs, and interpersonal) and that of all these variables on academic achievement, learning motivation, and class belonging. The mediation role of classroom justice was confirmed by the analyses, and so was the impact of the school's orientation. Limitations to the study and future research ideas have also been outlined.

Smart (2014) examined the relationship between middle level science students' perceptions of teacher-student interactions and students' science motivation, particularly their efficacy, value, and goal orientation for learning science. In this sequential explanatory design, quantitative and qualitative data were collected in two phases, with quantitative data in the first phase informing the selection of participants for the qualitative phase that followed. Results from phase one indicated that students' perceptions of teacher interpersonal behaviors were positively correlated with their efficacy for learning science, value for learning science, and mastery orientation. Results from phase two revealed themes related to students' construction of their perceptions of teacher interpersonal behavior and dimensions of their efficacy and task value for science.

Misbah, Gulikers, Maulana and Mulder (2015) examined how students (N = 1469) from competence-based and less-competence-based vocational schools perceive their teachers' interpersonal behaviour and its relation with their motivation. Results showed comparable teacher profiles in CBE and less-CBE schools, with an unexpected difference at the dimension level. Perceived teacher interpersonal behaviour moderated connections between CBE and student motivation, with greater impact in less-CBE than in CBE learning environments

Passini, Molinari and Speltini (2015) examined the students' perceptions regarding the interaction with their teachers; the Questionnaire on Teacher Interaction (QTI) has been developed. The QTI has been shown to be a valid and reliable instrument in all the different language versions in which it was adapted. Translated and validated in many countries, the QTI has not yet received a validation in Italy. The present study was conducted on a population of Italian secondary school students with the aim to examine the psychometric properties of the Italian translation of the QTI in its 64-item version. Results show that individual and class-mean reliabilities and the values related to the scales' ability to differentiate between classrooms are in line with those of the original research and of the other validation studies. Moreover, the circumflex nature of the octagonal model of the QTI is confirmed by the interscale correlations.

Aydin, Demirdogen, Akin and Tarkin (2015) focused on how interactions among pre-service teacher's pedagogical content knowledge (PCK) components developed throughout a 14-week Core-based mentoring-enriched practicum course, and the nature of those interactions. Data were collected from three pre-service teachers, information-rich cases, by the use of content representation (Core) and semi-structured interviews. Content analysis and the constant comparative method were employed in the data analysis. Results revealed that the development of integrations was idiosyncratic. Additionally, PCK integration moved from fragmented to a more integrated and coherent one by the end of the semester.

Kumari, Goswami and Gupta (2015) studied teacher student interactions in technology supported teacher education classrooms. This study reports the use of questionnaire on teacher interaction (QTI) for assessing the student's perceptions of their teacher interpersonal behaviour in a technology supported teacher education classroom. Data from 317 students studying in a teacher education college was analyzed for reliability and validity of the questionnaire in teacher education classrooms. The results of analysis strongly supported the reliability and validity of the questionnaire for use in technology supported classrooms at the teacher education level. Student's perceptions of teacher student interactions with respect to their previous qualification, gender and teaching subjects were found to be partially significant on the various scales of QTI.

Gershenson (2016) examined the high school teachers' expectations for students' educational attainment. Using a student fixed effects strategy that exploits expectations data from two teachers per student, we find that non- Holt, and Papageorge, (2016), investigated whether student-teacher demographic mismatch affects black teachers of black students have significantly lower expectations than do black teachers. These effects are larger for black male students and math teachers.

Manhas (2017) conducted study of teacher student interactions and student's attitude towards science at the secondary level in selected CBSE affiliated schools of Jammu city. The tool used

to fulfill the purpose of the study are the Questionnaire of Teacher Interaction (QTI) for assessing Teacher-Student interaction and Attitude Towards Science Scale derived from the TROFLEI (Technology rich outcomes focus outcome learning environment inventory) to know the students' attitude in the science classroom in CBSE schools in Jammu. The sample includes 150 students (both boys and girls) at the secondary level i.e. grades 9th and 10th from five selected CBSE affiliated schools of Jammu city. This reliability and validity results shows that the QTI is a reliable and valid tool for studying the teacher interpersonal relationship in the secondary classroom of CBSE affiliated schools in Jammu. The results of the study shows that the students see their teachers as good leaders most of the time and have also rated their teachers in terms of exhibiting helpful and friendly nature, in understanding them and giving students freedom and responsibility in the classroom. In fact, the positive factors have been exhibited by the teachers quite often in the classroom. The result also shows that generally students exhibit a positive attitude towards science which means that most of the time students look forward for a lesson in the science subject and also enjoy the lessons in this subject. Significant associations are reported between the different scales of the Questionnaire of Teacher Interaction (QTI) and Attitude Towards Science Scale. The variance in the students' attitude towards science can be attributed to Teacher-Student interactions in the classroom. This means that teacher interpersonal behaviour may affect the development of a positive attitude towards science among the students. No gender differences have been reported in teacher interpersonal behaviour as measured by QTI and there are no gender differences between male and female students' attitude towards science. Data analysis reveals that there is significant difference in students' perceptions about their interpersonal relationship at the secondary level in CBSE affiliated schools in Jammu city however, no significant differences between the five CBSE schools in their attitude towards science at secondary level have been observed.

Mainhard, Oudman and Goetz (2018) investigated and highlighted the importance of teachers in relation to the emotion's students experience in class. First, in line with the work of Kenny, they argue that the specific relationship that evolves between teachers and students drives students' emotional experiences. they decompose variability in student emotions not only into the commonly investigated student and teacher facets but also into facets representing specific pairings of teachers with classes and students (so-called relationship effects). Second, using interpersonal theory, they assess the degree to which the interpersonal quality of teaching accounts for variability in student emotions. Cross-classified multilevel modelling of 8042

student ratings (N = 1668 secondary school students, Mage = 14.94) of 91 teachers indicated that a considerable amount of variability that is usually assigned to the student level may be due to relationship effects involving teachers. Furthermore, the way that teachers interpersonally relate to their students is highly predictive of student emotions. In sum, teachers may be even more important for student emotions than previous research has indicated.

Hermkes, Mach and Minnameier (2018) presented a methodology for measuring scaffolding in small group classroom settings. They have investigated scaffolding by analyzing teacher-student-interactions and developed an instrument to code student level of attainment and teacher strength of intervention as the relevant student and teacher variables. For the construction of interaction patterns the coded variables were related to each other. In order to assess the resulting interaction patterns for scaffolding quality, they devised rules based on the contingent shift principle. The analyses show that our methodology is reliable and valid, and that it is effective for discerning contingent from non-contingent interaction patterns. Furthermore, our fine-grained methodology allows us to identify and locate crucial points in the teacher's supporting behaviour that make for contingent or non-contingent scaffolding. Implications for the assessment of instructional quality as well as for teacher education and professionalism are discussed.

Tisha Nair (2018) analyzed the patterns of teacher talk in the classroom interactions of two English teaching teachers who were based in one Tamil primary school. The study used video recording and classroom observation to collect data while teacher talk patterns were classified according to the 13 features proposed by Walsh (2006) in the SETT framework and three other features added by the researcher to suit the classroom discourse used by the teacher participants in this study. Data were transcribed word for word and further verified by the teachers before they were analyzed accordingly. The findings showed that the classroom interactions were mainly a one-way classroom interaction where teachers use more referential questions to encourage student talk. Teachers also used interactional modifications during the negotiation of meanings with more extended teacher turns used for modifications. In feedback, teachers applied more form-focused feedback than content feedback. Moreover, the teacher talks patterns differ between both the teacher participants as their teacher talk patterns are influenced by students' level of proficiency. This study suggested that teachers should exert more extended wait-time and extended learner turn to stimulate student interactions so as to produce more effective comprehensible input and output

Balagova and Halakova (2018) examined a teacher-student relationship is important for creating trust, mutual understanding and respect. The interaction of teacher and students can be found using the 48-item Questionnaire on Teacher Interaction. The main goal of our study was to show how the teacher and students perceive the environment of the class, whether their views match, and whether it is a statistical significant dependence among different sectors of the model teacher-student's interaction. The sample size consisted of 63 Slovak students of 12th grade and their teacher of biology. Our results have shown that the teacher has evaluated herself similarly

to the students, but without a statistical significant difference. In monitoring of the relationship of scales in the whole group of respondents, in the group of male and female respondents we showed statistically significant differences between the sectors. Using of Questionnaire on Teacher Interaction can help mutual knowing of students and teachers and the creation of positive relationships

Sun, hard, and Wubbels (2018) focused on teacher–student interpersonal relationships play an important role in education. The Questionnaire on Teacher Interaction (QTI) was designed to measure students’ interpersonal perceptions of their teachers. There are two Chinese versions of the QTI for student use, and that inherited the weaknesses of the previous English versions, such as items that focus on class behaviour, instead of teacher behaviour, or that include conditionals and negations. The present study aimed to develop an improved Chinese version of the QTI which is conceptually parallel with the original QTI and with the use of optimal item wording. The process contained several steps, including expert panels and student and teacher interviews. New items were also created based on the Chinese secondary classroom context, rather than only using translations of English items. The final version of the Chinese version of the QTI presented in this paper was evaluated with a sample of 2000 students from 4 secondary schools in mainland China who rated a total of 80 teachers. The resulting version of the Chinese QTI had adequate validity and reliability, and it distinguished clearly between teachers. The predictive validity was supported by the relation between the students’ perceptions of their teachers and their academic emotions in class.

Pennings and Haldenstein (2019) studied the role of teacher-student relationships has been reported in many studies. Yet, how teacher-student relationships develop from moment-to-moment interactions during lessons remains understudied. The present study combined insights from interpersonal theory and dynamic systems approaches to study indices of interpersonal content and structure in teacher-student interactions and their association with the teacher’s interpersonal style. We found that moment-to-moment teacher behavior was indeed related to student perceptions of the teacher’s interpersonal style. Indices of variability (structure) in interactions discriminated between teachers with less preferred and more preferred interpersonal styles, while, contrary to earlier research, the indicator of predictableness of interactions could not. Results are discussed considering the expectations, and suggestions made for future research and practice.

Kocyigi and Jones (2019) examined teacher-child interactions in a third-grade science classroom. Of interest was the extent to which the quality of teacher-child relationships was associated with various categories of interaction, and students’ understanding of science concepts. Teacher-child relationships of an intact class of 17 third-grade students were measured using the Student Teacher Relationship Scale (STRS). A series of science lessons were audio/video recorded, transcribed, and all interaction coded into one of 12 categories. Students’ understanding of science concepts was measured using teacher administered pre-, and post-tests. The analyses identified gains in students’ understanding of the science content, and a positive

correlation between teacher-child relationships and the quality and quantity of their classroom interactions.

Tan, Quek, and Fulmer (2019) focused on a teacher interaction skills framework that highlights the importance of teacher interaction skills in the classroom. Using this framework, a teacher interaction skills scale (TISS) was developed to measure teacher interaction skills in building relationships with their students. The purpose of this study was to examine the psychometric properties of the TISS designed to assess teacher interaction skills among 395 school teachers in Singapore. The subscales and composite scales evidenced satisfactory reliability and validity. Findings based on the nomological network of teacher interaction skills showed that TISS accounted for key outcomes in terms of teachers' job satisfaction, professional commitment, and teacher–student interaction.

2.3 Chapter summary

This chapter gives widespread information on the review of literature indispensable for the study. Review of literature from studies using Questionnaire on Teacher Interaction (QTI) in India illustrates that very few studies have been done in the Indian classroom context and virtually none in the area of teacher education. The present study would hence contribute to the field of learning environments especially with regards to teacher-student interactions pertaining to educational classrooms.

CHAPTER-III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research a logical direction. It is necessary for a researcher to design a research methodology for the chosen problem. It is important for the researcher to know not only the research tools necessary for the research undertaken but also methodology. Research methods are of utmost importance in a research process. They indicate the various steps adopted for solving a research problem. It is therefore very important that researchers have a thorough understanding of diverse research methods, their strengths, limitations, applications and appropriateness.

The decision about the methods or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be describable otherwise; it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are that the results of the study will be too vague and general.

The present chapter through light on the research methodology being adopted for the present research study. I.e. samples for the study and collection of the data and statistics for analyzing the data are also discussed.

3.2 Design of the study

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

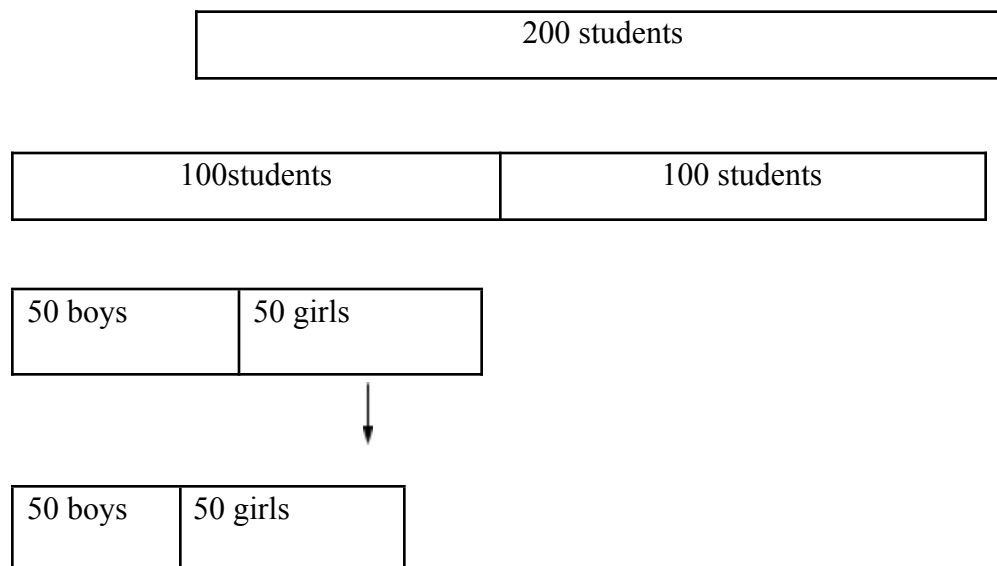
3.2.1 Method

Descriptive survey method has been adopted for the present study.

3.2.2 Population and sample

Population refers to any collection of specified group of human being or non-human entities such as objects, educational institutions, time units and geographical areas. All the students studying in ninth class in private and government schools of Jammu city constituted the population of the present investigation.

In the present study, samples of 200 students studying in secondary schools have been selected through Stratified Random Sampling. First of all, 4 governments and 4 private schools have been selected randomly.



The details of the sample selected from 8 schools (private and government) affiliated to Jammu and Kashmir state board of school education have been given in the table 3.1 and 3.2.

Table 3.1 Distribution of sample for private schools

S.NO	NAME OF SCHOOL	NO.OF STUDENTS TAKEN
1	GURU HARIKRISHAN PUBLIC HIGH SCHOOL	20
2	SD TARA PURI PUBLIC HIGH SCHOOL	20
3	DOGRA PUBLIC HIGH SCHOOL	20
4	NEW BRILLIANT HIGH SCHOOL	20
5	SEMINARY SCHOOL CHATHA	20
	TOTAL	100

Table 3.2 Distribution of sample for government schools

S.NO.	NAME OF SCHOOL	NO. OF STUDENTS TAKEN
1	GOVT. HR. SEC. SCHOOL BAHU FORT(JAMMU)	20
2	GOVT. HR. SEC. SCHOOL (BOYS) GANDHI NAGAR	20
3	GOVT. GIRLS HR. SEC. SCHOOL SHASTRI NAGAR	20
4	GOVT. MODEL ICT RHS SCHOOL R. S. PURA	20
5	GOVT HIGHER SEC. SCHOOL CHATHA	20
	TOTAL	100

3.2.3 Variables of the study

The following variable has been involved for studies in the present research.

A) Dependent variables.

- Teacher student Interaction

B) Independent variables.

- Gender
- Types of school

3.3 Tools employed and their description

The field of learning environment has expanded at a phenomenal pace in the last three decades and a wide variety of instruments have developed for accessing the psychological learning environments in a classroom situation. While selecting the instrument for the study, a number of factors were considered. Firstly, it was made sure that the instrument was statistically reliable, valid and widely applicable and secondary, caution was taken with regard to the language and wording as most of the instruments had been developed in western countries and had to be used for the first time in Indian school setting.

After reviewing a number of instruments, the data collection for the proposed research study will be done using a widely applicable and reliable instrument. The tool was questionnaire of teacher

interaction (QTI) this instrument has been widely used in a number of research studies and has been found to be reliable and valid as indicated in chapter -2

Student Motivation was measured using the quick version of the Motivated Strategies for Learning Survey (MSLQ). Teacher and student feedback were measured 45 and analyzed using the Questionnaire on Teacher Interaction (QTI) Surveys. Student motivation was measured using student grade point averages.

The Motivated Strategies for Learning Questionnaire (MSLQ) was the 12question web version adapted and available on the University of Arizona's website. The MSLQ was created to measure students' perceptions of their motivational attitudes and their personal use of learning strategies.

Table 3.3 Description of scales and samples item for each scale of the QTI

Scale Name	Description of Scale (the extent to which the teacher)	Sample Item
Leadership	...leads, organizes, gives order, determines, procedure and structures the class room situation	This teacher knows what is going to happen next in this class
Helping /Friendly	Shows interest behaves in a friendly or considerate manner and inspires confidence and trust.	This teacher helps us with our work.
Understanding	... listens with interest, empathies, shows confidence and understanding and is open with students.	This teacher trusts us.
Student Freedom	... gives opportunity for independent work , gives freedom and responsibility to students .	This teacher allows us to take responsibility for what we do.
Uncertain	...behaves in an uncertain manner and keeps a low profile.	This teacher allows us tell him/her what we do.
Dissatisfied	...expresses dissatisfaction, looks unhappy, criticizes and waits for silence.	This teacher think that we cheat.
Admonishing	...gets angry, express irritation and anger, forbids and punishes.	This teacher gets angry quickly.
Strict	...checks, maintains silence and strictly enforces the rules	This teacher is strict.

3.4 Data collection

The data collection for the research study was quantitative in nature. The questionnaire data for measuring the teacher student interaction and student motivation was collected by administering the questionnaire QTI & MSLQ. The student responds to the items using a five- point by QTI and seven-point by MSLQ. The data was collected from eight schools of Jammu city. Firstly, permission was taken from the principals of the schools. Secondly, the data was collected from the classroom at secondary level by distributing the questionnaire to students for measuring their teacher student interaction and student motivation. Instructions were given to the students on how to rate the five-point rating scale of QTI and seven-point rating scale of MSLQ. The students who found difficulty to understand any question were explained the same properly so that correct data could be collected.

3.5 Scoring

Each item is assigned a number ranging from 1 to 5 (viz. Almost Never, Seldom, Sometimes, Often, and Almost Always). If the teacher himself/herself expresses clearly, circle the 5. If you think your teacher never expresses himself/herself clearly, circle the 1. You can also choose the numbers 2, 3, and 4 which are in between. If you want to change your answer, cross it out and circle a number.

3.6 Administration of the tool

The data collected after administering the QTI was first tabulated and coded in an excel file. The data were then statistically analyzed using SPSS version 14.

3.7 Statistical techniques employed

In order to analyse the data, the investigator used the following statistical techniques:

1. Mean
2. Standard deviation
3. t-test
4. Pearson's Product Moment Correlation (r).

3.8 Chapter summary

This chapter gives detailed information on the research methodology used in the study which was quantitative in nature. A questionnaire survey method was used to collect information using tool of measurement, i.e. Questionnaire of teacher interaction (QTI) and MSLQ. The process of data collection which included sampling for the study, methods for the study, choice of

instruments, and administration of the questionnaire were also detailed in this chapter. The various objectives of the study will be achieved by using the mean, standard deviation and Pearson product correlation. Chapter four reports on the results of the data analysis.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of the data means studying the organized material in order to bring out information useful for decision- making. The purpose of analysis is to find out the relationship between variables, which leads to the verification of hypotheses. Analysis of the data is the process of bringing order, structure and meaning to the mass of collected data. Analysis of the data can be done in the light of the objectives of the study.

The analysis and interpretation of the data collected for the study is important to draw out significant conclusions. Data is meaningless without its analysis and interpretation. The most important step in any research project is analysis and interpretation of the data collected. Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques.

This chapter describes the result from the quantitative analysis of data obtained through the administration by the Questionnaire on Teacher Student Interaction (QTI) which measures teacher student interactions and motivation towards the students of class 9th at secondary schools of Jammu city. Results are also reported in this chapter. Gender differences in relation to teacher student interaction and motivation. This chapter describes the results from the quantitative analysis of data obtained through the administration of the questionnaire QTI, which measures students' perceptions of their interaction with their teachers in a healthy classroom environment. Results of the significance difference of means of the QTI are also reported in this chapter.

4.2 VALIDATION OF THE QTI

The student's form of the Questionnaire on Teacher Interaction (QTI) was administered to 200 students in 9TH class at secondary schools of Jammu city. In order to determine the reliability and validity of the QTI, Alpha cronbach reliability was computed and results are given in table no.4.1

Table 4.1

Scale Name	No. of Items	Alpha reliability
Leadership (DC)	6	0.77
Helping/Friendly (CD)	6	0.73
Understanding (CS)	6	0.56
Student Responsibility/Freedom(SC)	6	0.57

Uncertain (SO)	6	0.64
Dissatisfied (OS)	6	0.53
Admonishing (OD)	6	0.56
Strict(DO)	6	0.52

N=200

The statistical data for the QTI are presented in Table 4.3. The alpha reliability coefficients for the different scales of QTI using the individual as a unit of analysis ranged from 0.52 for the strict scale to 0.77 for the Leadership scale. For the scale of Helping/Friendly, Understanding and Student Responsibility the alpha reliability coefficients are 0.73, 0.56, and 0.57 respectively. Similarly, the Uncertain, Admonishing and Strict scales have the reliability value as 0.64, 0.56, and 0.52 respectively. The reliability results of the QTI were consistently above 0.50. This suggested that the QTI could be used as a reliable tool (De Vellis, 1991) at secondary school of Jammu city.

4.2 RESULTS

4.2.1 OBJECTIVE 1

•To assess the Teacher Student interaction at secondary level

The data for the descriptive statistics concerning QTI were collected from 200 students at secondary level in ten schools of Jammu city. The values of means and standard deviations are given in table 4.2. The highest mean value is 3.82 for the Leadership scale and the least value is 2.05 for uncertain scale. The values of standard deviation are not more than 1.00; it suggests that there is no major diversity in teacher student interactions.

Table 4.2.1 Means and standard Deviation for the QTI

Scale Name	Mean	Standard Deviation
Leadership (DC)	3.82	0.97
Helping (CD)	3.53	0.97
Understanding (SC)	3.62	0.73
Freedom (SC)	3.23	0.75
Uncertain (SO)	2.05	0.82

Dissatisfied (OS)	2.20	0.75
Admonishing (OD)	2.14	0.85
Strict (DO)	3.38	0.79

N=200

The overall analysis of the above results shows that the students see their teachers as good leaders most of the time and also have rated their teachers in terms of exhibiting Helpful and Friendly nature, Understanding and giving Students Freedom and Responsibility in the classroom. In fact, the positive factors have been exhibited by the teachers quite often in the classroom. Also, the negative aspects of the Teacher- Student interaction have been rated quite low by the students as teachers seldom exhibit Uncertainty, dissatisfaction and admonishing behavior but they are little strict in academic behavior. This shows that the Teacher Student interaction is positive in their classrooms. So the hypothesis that “There is positive teacher student interaction at secondary level” is accepted.

4.2.2 OBJECTIVE 2

To investigate the relationship between teacher student interaction and motivation at secondary school level

Table 4.2.2 The Relationship between Student Teacher Interaction and motivation

	N	Pearson Product Moment Correlation (r)	Level of Significance
MOTIVATION	200	0.510	0.01

N= 200

Significant at 0.01 levels.

Pearson Product Movement Correlation (r) correlation has been formulated and value came to be 0.510. So from the above results, it can be said that there is a very high positive correlation between their classroom interaction and motivation, so the hypothesis “There is a positive relationship in teacher student interaction and motivation at secondary level” is accepted.

4.2.3 OBJECTIVE 3

To investigate whether significant gender difference exists in Student’s perception of their teacher student interaction at secondary level.

The next research objective was to investigate whether gender differences exist in student’s motivation at secondary level. In the present sample of 200 students (100 males and 100 females) taken at the secondary schools.

Gender Differences and Perceptions of Teacher- Student Interactions

The means and standard deviations for the two groups were computed followed by a test of significance of difference between means (t-test for independent samples), to find out if there were any gender differences that existed on the eight scales of the QTI. The data obtained statistical are presented in the table 4.2.3

Table 4.3.3

Means, Standard Deviations and Significance of Difference between Means for Gender Differences in Student's Perception of Teacher Student Interaction as measured by the QTI scale

Scale	Gender	Mean	Mean Difference (M-F)	Standard Deviation	<i>t</i>	significance
Leadership	Males	3.69	0.26	0.16	1.89	NS
	Females	3.95		0.86		
Helping/Friendly	Males	3.49	0.07	0.71	0.45	NS
	Females	3.56		0.86		
Understanding	Males	3.54	0.15	0.77	1.50	NS
	Females	3.69		0.68		
Student Responsibility/Freedom	Males	3.27	0.09	0.81	0.87	NS
	Females	3.18		0.69		
Uncertain	Males	2.18	0.75	0.80	2.15	S
	Females	2.93		0.82		
Dissatisfied	Males	2.28	0.16	0.79	1.46	NS
	Females	2.12		0.71		
Admonishing	Males	2.17	0.06	0.85	0.55	NS
	Females	2.11		0.86		
Strict	Males	3.44	0.11	0.84	0.96	NS
	Females	3.33		0.75		

Males: n = 100, Females: n = 100

For the purpose of finding whether any significant difference exists between the various QTI scales and motivation of the students a t-test was used for this purpose. From the information given in Table 4.2.3, it can be seen that out of the eight scales of the QTI only one scale, i.e. uncertain with a t value of 2.15 is statistically significant ($p < 0.05$). On the uncertain scale, females have higher mean values as compared to males hence, significant difference was found. On the other scales, no significant difference was found, so the null hypotheses. There are no significant differences in student motivation with respect to gender” is partially rejected.

4.3 CHAPTER SUMMARY

This chapter has presented the scores from the quantitative data analysis of the QTI questionnaire and motivation level. The reliability and validity of the questionnaire has been established and they have been found to be reliable and valid tools for assessing the teacher student interaction and motivation at the secondary schools of Jammu city. This chapter has presented the descriptive statistics to support the nature of teacher student interaction. The results show that students perceive their teacher interactions in a positive manner. It suggests that there is no major diversity in teacher student interaction. Results on investigation of gender differences suggest that there are no gender differences with the achievement motivation. On the other hand, differences were reported on few scales in the teacher interpersonal behavior as assessed by the QTI. Such results show that the overall objective of the study has been achieved as the effectiveness of the teacher student interaction classrooms has been established.

CHAPTER – V

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in the previous chapter (chapter IV), the findings have been presented and discussed in the present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At place, some of the observations do not occur with the finding of the same investigators. Keeping the major finding in view, the educational implications of the study have been worked out. But, these findings and implications do not fit in all the concerns of the study. As such some suggestions have been given for further research.

The methodology of the study can be described as being quantitative in nature in which the questionnaire method has been extensively employed and the use of inferential statistics has been made to deduce results. The sample for the study consisted of 200 students from 10 schools of Jammu city.

5.2 MAJOR FINDINGS OF THE STUDY

The major findings of the presented study are reported in the following subsections.

5.2.1 Research Objective 1

To assess the Teacher Student Interaction at secondary level.

The data for the descriptive statistics concerning QTI were collected from 200 students at secondary level in 10 schools of Jammu city. The highest mean value is 3.82 for the Leadership scale and the least value is 2.05 for uncertain scale. The values of standard deviation are not more than 1.00; it suggests that there is no major diversity in teacher student interactions.

The overall analysis from the results shows that the students see their teachers as good leaders most of the time and also have rated their teachers in terms of exhibiting Helpful and Friendly nature, Understanding and giving Students Freedom and Responsibility in the classroom. In fact, the positive factors have been exhibited by the teachers quite often in the classroom. Also, the negative aspects of the Teacher- Student interaction have been rated quite low by the students as teachers seldom exhibit Uncertainty, dissatisfaction and admonishing behaviour but they are little strict in academic behaviour. This shows that the Teacher Student interaction is positive in their classroom. So the hypotheses that “there is positive Teacher Student Interaction at secondary level” the null hypotheses is accepted.

Research objective 2

To investigate the relationship between Teacher Student Interaction and motivation at secondary level.

In this study, the results show the relationship between teacher student interaction and motivation. There is a very high positive correlation between their classroom interaction and motivation, so the hypothesis “there is a positive relationship in the teacher student interaction and motivation. is accepted

Research objective 3

To investigate whether significant gender difference exists in student's perception of their teacher student interaction at secondary level.

In this study, the results show that there is no significant difference on the scale of QTI except uncertain scale. On the uncertain scale females have higher mean value as compared to male. On the other scales, no significant difference was found, so the null hypotheses. There are no significant differences in student motivation with respect to gender” is partially rejected.

5.3 LIMITATIONS OF THE STUDY

1. The study was confined to the students of 9th class only.
2. The study was confined to the students of Jammu city only.
3. The study was confined to the 200 students only.

Educational implication of the study

1. The present study in the context of the research in the field of Teacher Student Interaction and student's motivation of the grade 9th of Jammu are considerably mainly because it is one of the studies to use the student version of Questionnaire on Teacher Interaction (QTI) at the secondary level. The results have shown that QTI can be considered a reliable tool in Indian settings.
2. The study is significant because the outcomes can provide guidelines for policy makers and teachers to improve interpersonal relationship in Jammu.
3. However, the findings of this study in terms of teacher student interactions provides valuable feedback for the teachers to look at how they can modify their behaviour towards students in the classroom and what areas they need to work on to make the teaching learning process in the classroom at the secondary level more meaningful and productive.

4. The study is likely to be significant to teachers by providing information that can be used to improve the learning environment in ways that are likely to enhance student attitude and motivate their learning.

Suggestion for research study

1. The following suggestions may be incorporated by researchers working in the area of accessing Teacher-Student interactions and motivation in the classroom and bring about meaningful changes that would enrich the positive attitude of students towards learning. Some of the probable areas of research, which invites attention, are as follows
2. The sample was collected from 200 students out of ten schools at secondary level of Jammu city. It would be worthwhile replicating the present study involving a large sample selected from different schools of Jammu. This would help in further establishing the reliability and validity of the teacher student interactions and positive attitude of students towards learning.
3. The present study was conducted on 9th class students at secondary level schools of Jammu city. It is suggested that similar study can be conducted on a higher secondary level.
4. The factors need to be identified which affect Teacher Student interactions and student's motivation, so that the teachers can bring about meaningful changes and improve the quality of interactions with their students.
5. Due to paucity of time the present study was only quantitative in nature, whereas using qualitative analysis could have enhanced the results. So, mixed method research should be used that includes both quantitative and qualitative methods of analysis.
6. Lastly, the aim of such studies should be to bring out new, novel and innovative styles of teaching and learning which are not only beneficial to a selected few but also to the educational community as a whole, helping prepare the citizens of the future.

CONCLUSION

A major contribution of the present study is the validation of widely applicable and distinctive Questionnaire (QTI) for accessing teacher interpersonal behavior in ten schools at secondary level of Jammu city. The implications for teachers as outlined in this study suggests that if

teachers want to improve their interactions with the student's, they should ensure those behaviors that have been found to be empirically related with the variables in the QTI instrument in order to create a healthy interaction with the students which promotes learning and improve teacher student interactions, ultimately affecting overall quality of the teaching learning process. The results also show that students have a positive attitude towards learning.

SUMMARY

TITLE: A STUDY OF THE IMPACT OF TEACHER STUDENT INTERACTION ON STUDENT MOTIVATION AT SECONDARY LEVEL

SUPERVISOR

INVESTIGATOR

Dr. Monika Bajaj

Bharti Sharma

A THE PROBLEM

Previously teaching means nothing more than giving information and imparting knowledge. It was the time when teaching was considered as a one-way process teaching and subject the child was altogether ignored. No attention was given to his needs and desires. The child was measured by the adult yardstick. The subject matter was read out, told by the teacher and child simply memorized. Modern system of education has brought the child under the limelight of radical change. Now teaching is considered as a two-way activity where both the teacher and students play an important role in order to improve the education system.

The peaceful and comfortable school atmosphere is very important to students and teachers to ensure effective teaching and learning. This is because students spend most of their time in school. Teachers need to be more creative and innovative in carrying out teaching and learning approaches or strategies so that students could acquire knowledge effectively. The selection of appropriate teaching methods and techniques are vital to ensure students' understanding of issues and concepts at the highest level. In this classroom, there are various factors that determine the success of students learning. Teachers and students are among the determining factors that contribute to the success of the learning process in the classroom. Thus, it is argued that evaluation of all aspects in the learning environment is crucially important because doing so will not merely provide information for measuring the learner's performance, but also information on teacher's competencies in planning positive learning outcomes.

Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, effective teachers can assess changes in student's behavior and understand the needs of students in the classroom. The teacher-student relationships impact productively on a student's self-esteem and enhance their skills. Student-Teacher interactions are very important for the development of the students' academic self-concept and enhancing their enthusiasm and success. Colleges and universities that actively

promote close and frequent contact between their students and faculty members are more likely to reap a host of benefits from such initiatives. Faculty members taking an interest in their students' academic progress could potentially make significant contributions in increasing their intellectual and professional development. There is evidence that students successful in knowing even one faculty member closely are likely to feel more satisfied with their college life and aspire to go further in their careers (Rosenthal et al., 2000). Although most interactions with faculty tend to occur within the formal classroom setting, students who experience informal interactions tend to be more motivated, engaged, and actively involved in the learning process. Informal interaction between students and faculty has been identified as a primary agent of college culture, and has an important influence on the attitudes, interests, and values of college students.

B. SIGNIFICANCE OF THE STUDY

The goal of this research was to determine the value and impact of student-teacher interactions in relation to student motivation and achievement. It was further intended that the results of this study would add to the body of knowledge and resources available to enhance the learning experience and influence student success. In order for this to happen, student and teacher perceptions of their interactions were analyzed, as well whether or not this interaction significantly impacted motivation and achievement. The results of this study provided strong arguments in favour of equipping teachers with the appropriate resources and assistance to appropriately meet the needs of their students beyond academic instruction. The slightly negative relationship between motivation and achievement isolated the issue at hand: finding ways to capitalize on these relationships, which will act as catalysts for student achievement. The literature review and results of this study found that teacher-student relationships are crucial to student success. Pearson Correlation analysis proved positive correlations between teacher-student interaction and motivation, as well as positive teacher-student interaction and achievement. It however, illustrated a negative relationship between motivation and achievement. Suggested uses for the study included the development of workshops for educators and administrators that may have a positive effect on the proven significance of the teacher-student relationship problem. The results suggest the need for teachers to be provided with appropriate resources and assistance to meet the needs of their students beyond academic instruction. It also suggests providing students and teachers with measurable and attainable goals to create experiences with and exposure to success. Further, there needs to be a balance where all students are challenged and where the students who need additional assistance are provided with the appropriate scaffolds.

C. OBJECTIVES

The objectives of the present study are:

- To assess the teacher student interaction at secondary level.
- To investigate the relationship between teacher student interaction and motivation at secondary level.
- To investigate whether significant gender difference exists in a student's perception of their teacher student interaction at secondary level.

D. Hypotheses

The following hypotheses have been formulated in the present investigations:-

- There is a positive teacher student interaction at secondary level
- There is a positive relationship in teacher student interaction and motivational secondary level
- There is no significant gender difference in student's perception of their teacher student interaction at secondary level

E. DELIMITATIONS OF THE STUDY

- The present study has been confined to Ten School located in Jammu City.
- The sample has delimited to 200 students.
- The study has been only quantitative in nature.

METHOD

For the collection of data, a Descriptive survey Method has been adopted by the investigator to study the impact of teacher student interaction on student motivation.

G. POPULATION

Population of the present study comprises all the secondary school students from Jammu city.

H. SAMPLE

A sample of 200 students studying in secondary schools has been selected through Random sampling.

I. Tool Employed

For research purposes the investigation used the AUSTRALIA Version of the tool. ‘Questionnaire on Teacher Interaction (QTI)

Motivated Strategy Learning Questionnaire (MSLQ) has been used in the study.

J. ANALYSIS OF RESULTS

Major findings of the present study are reported in the following subsections.

RESEARCH OBJECTIVE 1

4.2.1 OBJECTIVE 1

•To assess the Teacher Student interaction at secondary level

Table 4.2.1 Means and standard Deviation for the QTI

Scale Name	Mean	Standard Deviation
Leadership (DC)	3.82	0.97
Helping (CD)	3.53	0.97
Understanding (SC)	3.62	0.73
Freedom (SC)	3.23	0.75
Uncertain (SO)	2.05	0.82
Dissatisfied (OS)	2.20	0.75
Admonishing (OD)	2.14	0.85
Strict (DO)	3.38	0.79

4.2.2 OBJECTIVE 2

To investigate the relationship between teacher student interaction and motivation at secondary

To study the Relationship between Student Teacher Interaction and motivation

Table 4.2.2

	N	Pearson Product Moment Correlation (r)	Level of Significance
MOTIVATION	200	0.510	0.01

N= 200

4.2.3 OBJECTIVE 3

To investigate significant Gender Difference exists in Student's perception of their teacher student interaction at secondary level.

Table 4.3.3

Scale	Gender	Mean	Mean Difference (M-F)	Standard Deviation	t	significance
Leadership	Males	3.69	0.26	0.16	1.89	NS
	Females	3.95		0.86		
Helping/Friendly	Males	3.49	0.07	0.71	0.45	NS
	Females	3.56		0.86		
Understanding	Males	3.54	0.15	0.77	1.50	NS
	Females	3.69		0.68		
Student Responsibility/Freedom	Males	3.27	0.09	0.81	0.87	NS
	Females	3.18		0.69		
Uncertain	Males	2.18	0.75	0.80	2..15	0.01 level
	Females	2.93		0.82		
Dissatisfied	Males	2.28	0.16	0.79	1.46	NS
	Females	2.12		0.71		
Admonishing	Males	2.17	0.06	0.85	0.55	NS
	Females	2.11		0.86		

Strict	Males	3.44	0.11	0.84	0.96	NS
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K) RESULTS

1) The data for the descriptive statistics concerning QTI were collected from 200 students at secondary level in 10 schools of Jammu city. The highest mean value is 3.82 for the Leadership scale and the least value is 2.05 for uncertain scale. The values of standard deviation are not more than 1.00; it suggests that there is no major diversity in teacher student interactions.

The overall analysis from the results shows that the students see their teachers as good leaders most of the time and also have rated their teachers in terms of exhibiting Helpful and Friendly nature, Understanding and giving Students Freedom and Responsibility in the classroom. In fact, the positive factors have been exhibited by the teachers quite often in the classroom. Also, the negative aspects of the Teacher- Student interaction have been rated quite low by the students as teachers seldom exhibit Uncertainty, dissatisfaction and admonishing behaviour but they are little strict in academic behaviour. This shows that the Teacher Student interaction may help in creating a healthy Teacher student relationship and promote positive behaviour “There is a positive teacher student interaction at secondary level the null hypothesis is accepted

2) In this study, the results show the relationship between teacher student interaction and motivation. There is a very high positive correlation between their classroom interaction and motivation, so the hypothesis “there is a positive relationship in the teacher student interaction and motivation. is accepted

3) In this study, the results show that there is no significant difference on the scale of QTI except uncertain scale. On the uncertain scale females have higher mean value as compared to male. On the other scales, no significant difference was found, so the null hypotheses. There are no significant differences in student motivation with respect to gender” is partially rejected.

L) Educational implication of the study

1. The present study in the context of the research in the field of Teacher Student Interaction and student’s motivation of the grade 9th of Jammu are considerably mainly because it is one of the studies to use the student version of Questionnaire on Teacher Interaction (QTI) at the secondary level. The results have shown that QTI can be considered a reliable tool in Indian settings.
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3. However, the findings of this study in terms of teacher student interactions provides valuable feedback for the teachers to look at how they can modify their behaviour towards students in the classroom and what areas they need to work on to make the teaching learning process in the classroom at the secondary level more meaningful and productive.
4. The study is likely to be significant to teachers by providing information that can be used to improve the learning environment in ways that are likely to enhance student attitude and motivate their learning.

M) Suggestion for research study

1. The following suggestions may be incorporated by researchers working in the area of accessing Teacher-Student interactions and motivation in the classroom and bring about meaningful changes that would enrich the positive attitude of students towards learning. Some of the probable areas of research, which invites attention, are as follows
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5. Due to paucity of time the present study was only quantitative in nature, whereas using qualitative analysis could have enhanced the results. So, mixed method research should be used that includes both quantitative and qualitative methods of analysis.

6. Lastly, the aim of such studies should be to bring out new, novel and innovative styles of teaching and learning which are not only benefited to a selected few but also to the educational community as a whole, helping prepare the citizens of future.

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QUESTIONNAIRE ON TEACHER INTERACTION

Student Questionnaire

INSTRUCTIONS

Please mark using a blue/black biro.

This questionnaire asks you to describe your teacher's behavior (The teacher whose class you are currently in). This is NOT a test. Your HONEST opinion is what is wanted. The questionnaire has 48 sentences about the teacher. For each sentence, circle the number corresponding to your response. For example: Never Always This teacher expresses herself/himself clearly. 1 2 3 4 5 If you think that your teacher always express herself/himself clearly, circle the 5. If you think that your teacher never express herself/himself clearly, circle the 1. You also can choose the numbers 2, 3 and 4, which are in-between. If you wan to change your answer, erase it completely. Thank you for your cooperation.

Class _____ Roll No. _____ Age _____

School _____

Sex _____ Male _____ Female _____

	Never	Always
1. This teacher talks enthusiastically about her/his subject.	1 2 3 4 5	
2. This teacher trusts us	.1 2 3 4 5	
3. This teacher seems uncertain	1 2 3 4 5	
4. This teacher gets angry unexpectedly.	1 2 3 4 5	
5. This teacher explains things clearly .	1 2 3 4 5	
6. If we don't agree with this teacher, we can talk about it.	1 2 3 4 5	
7. This teacher is hesitant.	1 2 3 4 5	
8. This teacher gets angry quickly.	1 2 3 4 5	
9. This teacher holds our attention.	1 2 3 4 5	
10. This teacher is willing to explain things again.	1 2 3 4 5	
11. This teacher acts as if she/he doesn't know what to do.	1 2 3 4 5	
12. This teacher is too quick to correct us when we break a rule .	1 2 3 4 5	
13. This teacher knows everything that goes on in the classroom.	1 2 3 4 5	
14. If we have something to say, this teacher will listen.	1 2 3 4 5	
15. This teacher lets us boss her/him around.	1 2 3 4 5	
16. This teacher is impatient.	1 2 3 4 5	
17. This teacher is a good leader.	1 2 3 4 5	
18. This teacher realizes when we don't understand.	1 2 3 4 5	

19. This teacher is not sure what to do when we fool around.	1	2	3	4	5
20. It is easy to pick a fight with this teacher.	1	2	3	4	5
21. This teacher acts confidently.	1	2	3	4	5
22. This teacher is patient.	1	2	3	4	5
23. It is easy to make a fool out of this teacher.	1	2	3	4	5
24. This teacher is sarcastic.	1	2	3	4	5
25. This teacher helps us with our work.	1	2	3	4	5
26. We can decide some things in this teacher's class.	1	2	3	4	5
27. This teacher thinks that we cheat.	1	2	3	4	5
28. This teacher is strict.	1	2	3	4	5
29. This teacher is friendly.	1	2	3	4	5
30. We can influence this teacher.	1	2	3	4	5
31. This teacher thinks that we don't know anything.	1	2	3	4	5
32. We have to be silent in this teacher's class.	1	2	3	4	5
33. This teacher is someone we can depend on.	1	2	3	4	5
34. This teacher lets us fool around in class.	1	2	3	4	5
35. This teacher puts us down.	1	2	3	4	5
36. This teacher's tests are hard.	1	2	3	4	5
37. This teacher has a sense of humor.	1	2	3	4	5
38. This teacher lets us get away with a lot in class.	1	2	3	4	5
39. This teacher thinks that we can't do things well.	1	2	3	4	5
40. This teacher's standards are very high.	1	2	3	4	5
41. This teacher can take a joke.	1	2	3	4	5
42. This teacher gives us a lot of free time in class.	1	2	3	4	5
43. This teacher seems dissatisfied.	1	2	3	4	5
44. This teacher is severe when marking papers.	1	2	3	4	5
45. This teacher's class is pleasant.	1	2	3	4	5
46. This teacher is lenient.	1	2	3	4	5
47. This teacher is suspicious.	1	2	3	4	5
48. We are afraid of this teacher.	1	2	3	4	5

Motivated Strategies for Learning Questionnaire

Directions.

1. Read the following questions.

2. Score yourself. Circle the bubble that best ranks your behavior for the given question.

A rank value of 1 means "Not at all true for me" while a rank of 7 means "very true for me". Be as precise as possible.

Remember: 1 = not true at all ... 7 = always true

1. During class time, I often miss important points because I'm thinking of other things.

1 2 3 4 5 6 7

2. When reading for a course, I make up questions to help focus my reading.

1 2 3 4 5 6 7

3. When I become confused about something I'm reading, I go back and try to figure it out.

1 2 3 4 5 6 7

4. If course materials are difficult to understand, I change the way I read the material.

1 2 3 4 5 6 7

5. Before I study new material thoroughly, I often skim it to see how it is organized.

1 2 3 4 5 6 7

6. I ask myself questions to make sure I understand the material I have been studying.

1 2 3 4 5 6 7

7. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.

1 2 3 4 5 6 7

8. I often find that I have been reading for a class but don't know what it was all about.
- 1 2 3 4 5 6 7
9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.
- 1 2 3 4 5 6 7
10. When studying, I try to determine which concepts I do not understand well.
- 1 2 3 4 5 6 7
11. When I study, I set goals for myself in order to direct my activities in each study period.
- 1 2 3 4 5 6 7
12. If I get confused taking notes, I make sure I sort it out afterwards.
- 1 2 3 4 5 6 7