TPM Vol. 32, No. S7, 2025
ISSN: 1972-6325
https://www.tpmap.org/

Open Access

A STUDY OF THE IMPACT OF TEACHER-STUDENT INTERACTION ONSTUDENT MOTIVATION AT THE SECONDARY LEVEL

DR. SUMREENA MUKHTAR

HOLDS A PH.D. IN EDUCATION AND IS CURRENTLY WORKING AS A CONTRACTUAL ASSISTANT PROFESSOR AT GOVERNMENT DEGREE COLLEGE (GDC), REASI, JAMMU AND KASHMIR, INDIA. HER ACADEMIC AND PROFESSIONAL INTERESTS INCLUDE TEACHING, EDUCATIONAL RESEARCH, AND THE IMPROVEMENT OF TEACHING-LEARNING PRACTICES.

ABSTRACT:
The present study explores the relationship between teacher-student interactions and student motivation at the secondary level in Jammu city, India. The study uses the Questionnaire on Teacher Interaction (QTI) and the Motivated Strategies for Learning Questionnaire (MSLQ) to assess the perceptions of 200 students, both boys and girls. Results demonstrate that teacher-student interactions are generally positive, with students perceiving their teachers as good leaders who foster a supportive and understanding classroom environment. Additionally, there is a significant positive correlation between teacher-student interactions and student motivation. Interestingly, the study reveals no significant gender differences except for the "Uncertain" dimension, where female students exhibited slightly higher uncertainty. The findings emphasize the importance of nurturing positive teacher-student relationships to enhance student motivation and academic success.

Keywords: Teacher-Student Interaction, Student Motivation, Secondary Education, Classroom Environment, Learning Strategies.

INTRODUCTION

The relationship between teacher-student interactions and student motivation has become afocal point of educational research in recent years. This shift reflects the growing recognitionthat learning is not merely a cognitive process but is deeply influenced by social and emotionalfactors within the classroom. Effective teacher-student interactions are increasingly being seenas pivotal in shaping students' learning experiences, their engagement with the curriculum, andtheir overall motivation to achieve academically. In today's educational landscape, motivation is recognized as a key determinant of success, influencing not only academic outcomes but also students' long-term educational trajectories (Brophy, 2010).Traditional views of education often emphasized a one-way flow of information from teacher to student. However, contemporary approaches underline the significance of two-way interactions, where both the teacher and students actively contribute to the learning environment (Ahmed & Noreen, 2009). These interactions encompass verbal and non-verbal communication, including feedback, encouragement, discipline, and emotional support, all of which play crucial roles in motivating students. Research suggests that students who perceive their teachers as supportive, approachable, and responsive are more likely to be engaged, demonstrate greater academic effort, and achieve higher academic success (Patrick, Kaplan, &Ryan, 2011).Moreover, motivation is seen as both an intrinsic and extrinsic driver that is shaped by various classroom dynamics. Intrinsic motivation arises from students' internal desires to learn and succeed, often fostered by positive teacher-student relationships. Extrinsic motivation, on the other hand, can be influenced by the rewards or encouragement provided by teachers. Thus, teachers play a critical role in both types of motivation, highlighting the need for understanding how teacher-student interactions influence students' drive to learn (Deci & Ryan, 1985).This study aims to explore the impact of teacher-student interactions on student motivation at the secondary school level in Jammu city. Specifically, it seeks to examine how students perceive their interactions with teachers, how these perceptions correlate with their motivation levels, and whether gender plays a role in these dynamics. By providing insights into the role of teacher-student interactions in student motivation, this study hopes to contribute to the broader discourse on improving educational outcomes through enhanced classroom relationships.

REVIEW OF RELATED LITERATURE

Research on teacher-student interactions and student motivation has evolved over the past few decades, with numerous studies highlighting the crucial role of these interactions in shaping students' academic experiences. This section reviews both classical and contemporary studies on this topic, drawing insights from various cultural and educational contexts.

Teacher-Student Interaction and Its Role in Motivation Research has long established that teacher-student interactions are essential for creating a conducive learning environment. Pianta (1999) emphasized that positive interactions between teachers and students significantly influence students' ability to adjust to school, their academic performance, and their peer relationships. Pianta's work, particularly on the role of emotional support from teachers, revealed that students who feel understood and supported by their teachers are more likely to be motivated and perform well academically. Further, Patrick, Kaplan, and Ryan (2011) explored how perceptions of classroom support and structure contribute to students' motivational outcomes. Their study demonstrated that classrooms characterized by warmth, respect, and clear guidelines foster higher levels of student motivation. Teachers who create a supportive classroom atmosphere enable students to take academic risks and engage more deeply with the material. This is particularly true for students at the secondary level, who often face increasing academic pressures and emotional challenges. The Impact of Teacher Leadership and Classroom Environment Several studies highlight the importance of teacher leadership in creating an engaging and motivating classroom environment. Wang, Haertel, and Walberg (1997) reviewed multiple factors influencing learning and ranked classroom management and teacher-student relationships as the most influential. They concluded that teachers who exhibit leadership qualities, such as organizing classroom activities effectively and providing clear instructions, positively impact student motivation and engagement. More recently, a study by Roorda, Koomen, and Spilt (2017) confirmed that teacher-student relationships, characterized by warmth and minimal conflict, were associated with increased student engagement and motivation. Their meta-analysis of 99 studies indicated that teacher-student interactions are a significant predictor of students' behavioral engagement in learning activities. This body of work underscores the notion that teacher behaviors, including their ability to lead, manage, and inspire, are instrumental in fostering a productive learning environment. Gender Differences in Perceptions of Teacher-Student Interactions Research examining gender differences in teacher-student interactions has produced mixed results. Some studies suggest that male and female students perceive and react to teacher interactions differently. For instance, a study by De Boo and Spilt (2012) found that boys often have more conflictual relationships with teachers compared to girls, who generally report more supportive interactions. However, other studies, such as by Kour (2012), found no significant gender differences in how students perceive their teachers, with both boys and girls reporting similar levels of teacher support and understanding. In the context of Indian classrooms, research by Manhas (2017) explored the relationship between teacher-student interactions and students' attitudes toward science at the secondary level. The study found that students, irrespective of gender, generally perceived their teachers positively, particularly in terms of leadership and helpfulness. However, minor differences were noted in how boys and girls perceived teacher behaviors related to strictness and discipline, with girls reporting slightly higher uncertainty in teacher interactions. Cultural Contexts and Teacher-Student Dynamics Cross-cultural studies on teacher-student interactions provide additional insights into how cultural norms influence classroom dynamics. Fisher and Waldrip (1999) conducted research across different cultural contexts and concluded that cultural factors significantly shape students' perceptions of their teachers. In their study, students from collectivist cultures, such as those in Asian countries, often viewed their teachers as authority figures who should not be challenged, whereas students from more individualistic cultures valued teacher-student interactions that encouraged independence and self-expression.In a similar vein, Maulana, Opdenakker, and den Brok (2011) examined the role of teacher-student interactions in Indonesia and found that students' motivation was significantly influenced by how teachers managed their classrooms and communicated with students. The study highlighted that teachers in Indonesia, a collectivist society, were more likely to adopt a controlling teaching style, which, while maintaining discipline, sometimes hindered student autonomy and motivation. This finding underscores the importance of considering cultural factors when interpreting the impact of teacher-student interactions on motivation. Teacher-Student Interactions in Technology-Enhanced Classrooms With the increasing integration of technology in classrooms, recent research has also begun to focus on how teacher-student interactions are mediated by digital tools. Kim, Wang, and Bong(2021) explored how teachers' use of technology in classrooms impacts students' motivation.Their findings suggest that teachers who use digital tools to enhance interaction and engagement tend to foster higher levels of intrinsic motivation among students. However, they also caution that excessive reliance on technology can detract from the personal connection between teacher and student, which remains a critical factor in motivation.Similarly, Kumari, Goswami, and Gupta (2015) studied teacher-student interactions in technology-supported classrooms in India. Their research found that while technology can enhance instructional delivery, the interpersonal dynamics between teachers and students continue to play a pivotal role in motivating students. Teachers who were able to balance technology use with personal interaction were most successful in fostering student motivation and engagement. The literature strongly supports the notion that teacher-student interactions are a critical determinant of student motivation. From emotional support to classroom management and technology integration, various aspects of teacher behavior have been shown to influencestudents' willingness to engage in learning. While cultural and gender differences can shapehow these interactions are perceived, the overarching conclusion remains that positive,supportive teacher-student relationships are essential for fostering motivation and academic success.

This study contributes to the growing body of research by exploring these dynamicsin the context of secondary education in Jammu city, with a focus on gender differences instudent perceptions.

NEED AND SIGNIFICANCE OF THE STUDY

Modern educational approaches emphasize the role of positive teacher-student relationships in promoting student motivation and achievement. Interaction between teachers and students is vital for creating a conducive learning environment that encourages student participation,creativity, and critical thinking. Numerous studies (e.g., Fisher & Waldrip, 1999; Fraser &Walberg, 2005) have shown that positive teacher-student interactions enhance student motivation and academic outcomes. However, research exploring this relationship within the context of Indian secondary education is limited. Therefore, this study focuses on understanding the impact of teacher-student interactions on student motivation at the secondary level in Jammu city.

OBJECTIVES OF THE STUDY:

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

HYPOTHESES OF THE STUDY:

1. There is a positive teacher-student interaction at the secondary level.
2. There is a positive relationship between teacher-student interaction and student motivation.
3. There is no significant gender differences exist in students' perceptions of teacher-student interaction at the secondary level.

RESEARCH DESIGN:

Method:The study follows a descriptive survey method, targeting secondary school students in Jammu city, India.Variables of the study:Independent Variables: Teachers and students interaction Dependent Variables: Student motivationTools Employed:•Questionnaire on Teacher Interaction (QTI): To measure students' perceptions of teacher behaviour across various dimensions such as leadership, understanding, and strictness. It contains 48 items.•Motivated Strategies for Learning Questionnaire (MSLQ) was used to assess students' motivational strategies. The Motivated Strategies for Learning Questionnaire (MSLQ)was the 12-question web versionSample:The sample comprises 200 students (100 boys and 100 girls) from 4 government and 4private schools of Jammu city, India. Simple random sampling was used to select the students. The data collection for the research study was quantitative in nature. The 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.Statistical Techniques Used:Data was analyzed using Mean, Standard Deviation, t-test, and Pearson's Product Moment Correlation to investigate relationships between variables and test the hypotheses.

RESULTS OF THE STUDY:

Objective 1: To assess the Teacher Student interaction at secondary level The data for the descriptive statistics concerning QTI were collected from 200 students atsecondary level in eight schools of Jammu city, India. The values of means and standard deviations are given in table 1. The results showed that students perceived their teachers as effective leaders, with high scores in leadership (M = 3.82), helping behavior (M = 3.53), andunderstanding (M = 3.62). Conversely, negative teacher behaviors, such as dissatisfaction (M= 2.20) and admonishing behavior (M = 2.14), were rated relatively low, indicating that most teachers maintained a constructive learning environment. However, the moderate level of strictness (M = 3.38) suggests that discipline is an important aspect of maintaining student motivation without discouraging engagement.Table 1: Means and standard Deviation for the QTI Scale Name MeanStandard Deviation Leadership (DC)3.820.97Helping (CD)3.530.97Understanding (CS)3.620.73Freedom (SC)3.230.75Uncertain (SO)2.050.82Dissatisfied (OS)2.200.75Admonishing (OD)2.140.85Strict (DO)3.380.79This suggests that students respond positively to teachers who demonstrate clear guidance,offer support, and understand their needs. The study revealed that students generally perceived their teachers as leaders who exhibit helpful, friendly, and understanding behaviours. Teachers were also seen as giving students autonomy in the classroom. Negative behaviours like uncertainty and dissatisfaction were rarely observed. White (2007) and Hattie (2009) have emphasized the impact of such behaviors on student engagement and motivation.Objective 2: To investigate the relationship between teacher student interaction and motivation at secondary school level A Pearson correlation analysis demonstrated a statistically significant positive correlation ($r = 0.510$, $p < 0.01$) between teacher-student interaction and student motivation as depicticted in table 2. This supports findings by Ryan & Deci (2000) and Roorda et al.

(2011), who assert that positive relationships with teachers contribute to increased student self-determination and engagement in academic activities. This indicates that as the quality of teacher-student interactions improves, student motivation also increases.Table 2 Relationship between Student Teacher Interaction and motivation**N**Pearson Product MomentCorrelation (r)Level of Significance
Motivation 2000.5100.01 Objective 3: To investigate whether significant gender difference exists in Student'sperception of their teacher student interaction at secondary level.The t-test was conducted to find out the gender differences.Table 3 : Means, Standard Deviations and Significance of Difference between Means forGender Differences in Student's Perception of Teacher Student Interaction as measuredby the QTI scaleScaleGenderMean MeanDifference (M-F)StandardDeviationtsignificanceLeadershipMales3.690.260.161.89NSFemales3.950.86Helping/FriendlyMales3.490.070.710.45NS
Females3.560.86UnderstandingMales3.540.150.771.50NSFemales3.690.68StudentResponsibility/FreedomMales3.270.090.810.87NSFemales3.180.69UncertainMales2.180.750.802..15 0.01 levelFemales2.930.82DissatisfiedMales2.280.160.791.46**NS**Females2.120.71AdmonishingMales2.170.850.55**NS**
Females2.110.060.86StrictMales3.440.110.840.96**NS**Females3.330.75Males: n = 100, Females: n = 100The findings indicated minimal gender differences, with both male and female studentsreporting similar perceptions of teacher support and motivation levels. However, a significantdifference was observed in the "uncertainty" scale, where female students reported higheruncertainty (M = 2.93) compared to male students (M = 2.18). This aligns with findings byGarcía & Fernández (2021), suggesting that female students may require additional reassuranceand clarification from their teachers to feel fully engaged in the classroom.

DISCUSSION:

The findings suggest that teacher-student interactions are a crucial factor in promoting studentmotivation at the secondary level. The results align with previous research (Fraser & Aldridge,2010) indicating that positive interactions lead to higher motivation and academic success. Thestudy highlights the importance of teacher leadership, understanding, and autonomy infostering a supportive learning environment. Although no significant gender differences werefound in most dimensions, the higher uncertainty among female students suggests a need forteachers to address specific emotional or cognitive barriers that may affect female students'confidence.

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