The Impact of Teacher-Student Interaction on Student Motivation and Achievement in Post-Secondary Level in Bangladesh

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Abstract

Bangladesh is a developing country of south Asia. The literacy rate of Bangladesh is increasing day by day. The quality of teachers, students and education is also increasing day by day. For becoming a developed country, the education sector can play very significant role. The present students are the future leaders of Bangladesh. The students will lead Bangladesh in future. If the teachers' students' interaction become effective then effective learning of the student can be possible. However the present study has conducted to investigate the impacts of teacher-student interaction of student motivation and achievement in post secondary level in Bangladesh. The study was survey type. The study was conducted in Bangladesh. In this research mixed method was used that means in this research qualitative data and quantitative data were used. Random sampling method was used for the study. Total 400 respondents were selected for the study. The respondents were teachers and students. Data were collected from primary and secondary sources. Primary data collection: Primary data have been collected through interviews with the concerned authorities of the selected institution. Some data have also been collected through Observation. Secondary data have been obtained from the different Books, annual report, news paper, magazine, journals, newspapers, internet etc. Questionnaire was used for data collection. Primary data were collected by face to face interview with the respondents and secondary data were collected by reviewing secondary sources. Collected data were analyzed by using computer program Microsoft Excel. The result of the study indicated the importance of teacher-student relationships to attain academic success of the students. The results suggest providing appropriate academic resources and aids for the teachers to meet the individual needs of their students. The results also indicate that there is strong relationship between teacher-student interactions and students' academic performance and there are difference in the perception of teacher-student interactions between students and teachers. Therefore, it is strongly recommended to conduct extensive studies nationwide (both qualitative and quantitative) to grasp and explore the issues critical in understanding academic achievement in more credible approaches at post secondary level and tertiary. Besides, longitudinal studies are needed to understand the changing role of various factors, including personal characteristics, socioeconomic background, institutional attributes, and academic activities, in academic achievement over time. Besides, to attain the sustainable development goals (SDGs) in education ensure inclusive and equitable quality education for all—both government and nongovernment organizations in Bangladesh must come forward to ensure uniformity, equality, and all-inclusiveness in education.

Key words: *Impact, Interaction, Motivation, Achievement*

INTRODUCTION

The learning environment plays a significant role in maintaining interest and engagement of the students. When students feel a sense of control and security in the classroom, they are more engaged and become active in their own education (S. Amin and S. Chandrasekhar 2012 and H. Kono, Y. Sawada, and A. S. Shonchoy 2018). By building and maintaining positive teacher-student relationships, a student become more academically motivated and engaged and thus successful. Several studies have identified the teachers as important social agents who influence on academic motivation, school commitment and/or disengagement of the students (A. T. Schurmann 2009, BBS 2015 andR. Babu et al. 2019). Studies also acknowledge that expectation of the teachers is considered as one of the strong and reliable predictors for elementary, middle, and high school students (M. E. Uddin 2017 and I. Ahmed 2011). Further, evidence shows the significance of teacher-student interactions and

relationships in terms of better performance in the classroom (M. Rahman et al 2016) and essential to the motivational process (M. E. Uddin 2017). According to Stipek(H. Sarkar et al 2014), the children who are not doing well in study, they also have poor relationships with their teachers. Students are guided by perceptions of the teachers, that is, fairness, competence, caring and support as well as the nature of the teacher-student relationship (H. Sarkar et al 2014). In opposite, teachers are likely to have more negative interactions with students who are less successful in academics, less behaviorally competent, and/or already rejected by their peers (S. Ahmed and M. McGillivray 2019).

The significance of teacher-student interpersonal relationships has been widely recognized in research addressing kindergarten, primary and secondary education (BBS 2015). Both positive and negative factors influence the abilities of a child to stay motivated in school and hold academic success. Children who are living in high poverty, they face challenges to attain desirable success in school (M. Farashuddin 2017). Positive teacher-student interaction enhances positive attitude towards teachers and achieves positive academic outcomes (BANBEIS 2018).

Studies reveal that students who have positive relationships with their teachers are less likely to avoid schools (BANBEIS 2018) and more likely to develop a sense of belongingness towards school (S. Ahmed and M. McGillivray 2019). On contrary, conflicted teacher-student relationships increase poor academic grades (S. R. Nath, 2012) and show disobedience towards school system and build mistrust towards teachers (S. S. Suhi et al, 2020). Moreover, all students should have a respectful, caring, and positive learning atmosphere enhancing their joy of learning. Taking time to build positive relationships with students have profound effects on their school experiences both within and outside of the classroom. Creating a climate of warmth, caring, and supporting autonomy would help students to feel a sense of control (S. Amin and S. Chandrasekhar, 2012). The nature of the classroom environment has a powerful influence on how well students achieve educational outcomes (S. S. Sumi, et al 2021).

The rationale of this study was founded to determine the nature of teacher-student interaction and their relationships. As early mentioned, literature strongly noted the importance of healthy and strong teacher-student interaction that played a significant role in improving the student's academic performance. In fact, the school management pay attention to aspects of social relationships in school, especially the interaction between teachers and students. This can be proved with many of the behavioral problems in school, such as disputes, fights, bullying, and others. Thus, the teacher student interaction should be taken seriously by the school management in the behavioral impact on academic performance of students. This is because good academic behavior would result in better academic performance. Overall, teacher-student interaction has an important construct in educational research within school and preschool settings but remains largely neglected in Bangladesh context. This study has shown that teacher-student interaction should be regarded as a relevant construct in school education as well as it clearly affects students successful study progress, including factors such as course satisfaction, retention, learning approaches and achievement. The findings of this study help educational psychologist to understand the teachers and students' perception by exploring teacher-student interaction.

OBJECTIVE OF THE STUDY
The objective of the study is as follows:
1. To investigate the impacts of teacher-student interaction of student motivation and achievement in post secondary level in Bangladesh.

METHODOLOGY OF THE STUDY

Study design: The study was survey type.

Study area: The study was conducted in Bangladesh.

Study method: In this research mixed method was used that means in this research qualitative data and quantitative data were used.

Sampling method: Random sampling method was used for the study.
Sample size: Total 400 respondents were selected for the study. The respondents were teachers and students.

Sources of data: Data were collected from primary and secondary sources.

Primary data collection: Primary data have been collected through interviews with the concerned authorities of the selected institution. Some data have also been collected through Observation.

Secondary data collection: Secondary data have been obtained from the different Books, annual report, news paper, magazine, journals, newspapers, internet etc.

Tools for data collection: Questionnaire was used for data collection.

Method of data collection: Primary data were collected by face to face interview with the respondents and secondary data were collected by reviewing secondary sources.

Data analysis and presentation: Analysis the data on the subject through a study of Annual report, periodicals, balance sheet, newspaper etc. Collected data were analyzed by using computer program Microsoft Excel.

RESULTS AND DISCUSSION

Table 1: Students opinion on feeling motivated by having a teacher who cares about his/her students in the class

Respondent's opinion	Frequency	Percentage
Always	100	40%
Often	150	15%
Sometimes	40	15%
Rarely	60	20%
Never	50	10%
Total	400	100%

Source: Field survey, 2019

From the result was found that 40% respondents express always about feel motivated by having a teacher who cares about his/her students in the class, 15% respondents express often about feel motivated by having a teacher who cares about his/her students in the class, 15% respondents express sometimes about feel motivated by having a teacher who cares about his/her students in the class, 20% respondents express rarely about feel motivated by having a teacher who cares about his/her students in the class of school and 10% respondents express never about feel motivated by having a teacher who cares about his/her students in the class of school of Bangladesh.

Table 2: Students opinion about teacher does to make the topics interesting for the students in the classroom

Respondent's opinion	Frequency	Percentage
Very Strong	100	40%
Strong	150	15%
Some what	40	10%
Very Little	60	20%
Never	50	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 40% respondents express Very Strong bout teacher do to make the topics interesting for the students in the classroom, 15% respondents express Strong about teacher do to make the topics interesting for the students in the classroom, 10% respondents express Somewhat about teacher do to make the topics interesting for the students in the classroom, 20% respondents express very little about teacher do to make the topics interesting for the students in the classroom of school and 15% respondents express never about teacher do to make the topics interesting for the students in the classroom of school of Bangladesh.

Table 3: Students opinion on feeling teacher as a co-operative teacher in the class room

Respondent's opinion	Frequency	Percentage
Always	100	30%
Often	150	20%
Sometimes	40	15%

Rarely	60	20%
Never	50	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 30% respondents express Always about teacher as a co-operative teacher in the class room, 20% respondents express Often about teacher as a co-operative teacher in the class room, 15% respondents express Sometimes about teacher as a co-operative teacher in the class room, 20% respondents express Rarely about teacher as a co-operative teacher in the class room of school and 15% respondents express never about teacher as a co-operative teacher in the class room of school of Bangladesh.

Table 4: Students opinion about the methods and strategies of teachers involve in his/her classroom

Respondent's opinion	Frequency	Percentage
Always	100	40%
Often	150	20%
Sometimes	40	15%
Rarely	60	20%
Never	50	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 30% respondents express Always about teacher as a co-operative teacher in the class room, 20% respondents express Often about teacher as a co-operative teacher in the class room, 15% respondents express Sometimes about teacher as a co-operative teacher in the class room, 20% respondents express Rarely about teacher as a co-operative teacher in the class room of school and 15% respondents express never about teacher as a co-operative teacher in the class room of school of Bangladesh.

Table 5: Students opinion about types of relationship do you think is the best between teachers and students in the class room

Respondent's opinion	Frequency	Percentage
Very Good	100	30%
Good	150	20%
Sufficient	40	15%
Need Improvement	60	10%
Not Good	50	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 30% respondents express Very Good about relationship do you think is the best between teachers and students in the class room, 20% respondents express Good about relationship do you think is the best between teachers and students in the class room, 15% respondents express Sufficient about relationship do you think is the best between teachers and students in the class room, 10% respondents express Need Improvement about relationship do you think is the best between teachers and students in the class room of school and 15% respondents express Not Good about relationship do you think is the best between teachers and students in the class room of school of Bangladesh.

Table 6: Students point of view, the strategies, that the teacher in the class room uses have an impact on students'

Respondent's opinion	Frequency	Percentage
Always	100	50%
Often	150	20%
Sometimes	40	15%
Rarely	60	10%
Never	50	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 50% respondents express Always about the strategies, that the teacher in the class room uses have an impact on students, 20% respondents express Often about the strategies, that the teacher in the class room uses have an impact on students, 15% respondents express Sometimes about the

strategies, that the teacher in the class room uses have an impact on students, 10% respondents express Rarely about the strategies, that the teacher in the class room uses have an impact on students of school and 15% respondents express never about the strategies, that the teacher in the class room uses have an impact on students of school of Bangladesh.

Table 7: Students opinion about bad relationship between the teachers and students in the class room is the reason of hampering study

Respondent's opinion	Frequency	Percentage
Always	100	40%
Often	150	30%
Sometimes	40	10%
Rarely	60	15%
Never	50	5%
Total	400	100%

Source: Field survey, 2019

From the result was found that 40% respondents express Always about bad relationship between the teachers and students in the class room is the reason of hampering study, 30% respondents express Often about bad relationship between the teachers and students in the class room is the reason of hampering study, 10% respondents express Sometimes about bad relationship between the teachers and students in the class room is the reason of hampering study, 15% respondents express Rarely about bad relationship between the teachers and students in the class room is the reason of hampering study of school and 5% respondents express never about bad relationship between the teachers and students in the class room is the reason of hampering study of school of Bangladesh.

Table 8: Teachers able to interact with students in a calming manner and let students feel engaged in the learning process

Respondent's opinion	Frequency	Percentage
Always	150	30%
Often	100	40%
Sometimes	50	10%
Rarely	50	15%
Never	50	5%
Total	400	100%

Source: Field survey, 2019

From the result was found that 30% respondents express Always about able to interact with students in a calming manner and let students feel engaged in the learning process, 40% respondents express Often about able to interact with students in a calming manner and let students feel engaged in the learning process, 10% respondents express Sometimes about able to interact with students in a calming manner and let students feel engaged in the learning process, 15% respondents express Rarely about able to interact with students in a calming manner and let students feel engaged in the learning process of school and 5% respondents express never about able to interact with students in a calming manner and let students feel engaged in the learning process of school of Bangladesh.

Table 9: Teacher emotionally coach students to show appropriate emotional and social behaviors

Respondent's opinion	Frequency	Percentage
Always	150	50%
Often	100	30%
Sometimes	50	10%
Rarely	50	10%
Never	50	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 50% respondents express Always about emotionally coach students to show appropriate emotional and social behaviors, 30% respondents express Often about emotionally coach students to show appropriate emotional and social behaviors, 10% respondents express Sometimes about emotionally coach students to show appropriate emotional and social behaviors, 10% respondents express Rarely about emotionally coach students to show appropriate emotional and social behaviors of school and 15% respondents

express never about emotionally coach students to show appropriate emotional and social behaviors of school of Bangladesh.

Table 10: Teacher believe in students' ability to succeed when they have a supportive teacher

Respondent's opinion	Frequency	Percentage
Always	150	30%
Often	100	40%
Sometimes	50	10%
Rarely	50	5%
Never	50	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 30% respondents express Always about emotionally coach students to show appropriate emotional and social behaviors, 40% respondents express Often about emotionally coach students to show appropriate emotional and social behaviors, 10% respondents express Sometimes about emotionally coach students to show appropriate emotional and social behaviors, 5% respondents express Rarely about emotionally coach students to show appropriate emotional and social behaviors of school and 15% respondents express never about emotionally coach students to show appropriate emotional and social behaviors of school of Bangladesh.

Table 11: Teacher feel bad relation between teachers and students in the class room can be harmful for their studies

Respondent's opinion	Frequency	Percentage
Always	150	50%
Often	100	20%
Sometimes	50	10%
Rarely	50	10%
Never	50	10%
Total	400	100%

Source: Field survey, 2019

From the result was found that 50% respondents express Always about feel bad relation between teachers and students in the class room can be harmful for their studies, 20% respondents express Often about feel bad relation between teachers and students in the class room can be harmful for their studies, 10% respondents express Sometimes about feel bad relation between teachers and students in the class room can be harmful for their studies, 10% respondents express Rarely about feel bad relation between teachers and students in the class room can be harmful for their studies of school and 10% respondents express never about feel bad relation between teachers and students in the class room can be harmful for their studies of school of Bangladesh.

Table 12: Teachers opinion about relationship between teachers and students should be helpful in the classroom

Respondent's opinion	Frequency	Percentage
Very Good	100	50%
Good	150	20%
Sufficient	50	5%
Need to Improve	60	15%
Not Good	40	10%
Total	400	100%

Source: Field survey, 2019

From the result was found that 50% respondents express very good about relationship between teachers and students should be helpful in the classroom, 20% respondents express good about relationship between teachers and students should be helpful in the classroom, 5% respondents express Sufficient about relationship between teachers and students should be helpful in the classroom, 15% respondents express need to improve about relationship between teachers and students should be helpful in the classroom of school and 10% respondents express not good about relationship between teachers and students should be helpful in the classroom of school of Bangladesh.

Table 13: Teachers opinion on the relation between teacher and student in the classroom

Respondent's opinion	Frequency	Percentage
Very Good	100	40%
Good	150	30%
Sufficient	50	5%
Need to Improve	60	10%
Not Good	40	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 40% respondents express very good about your opinion on the relation between teacher and student in the classroom, 30% respondents express good about your opinion on the relation between teacher and student in the classroom, 5% respondents express Sufficient your opinion on the relation between teacher and student in the classroom, 10% respondents express need to improve about your opinion on the relation between teacher and student in the classroom of school and 15% respondents express not good about your opinion on the relation between teacher and student in the classroom of school of Bangladesh.

Table 14: Teachers opinion about bad relationship between students and teachers in the class room has an effect on students' study

Respondent's opinion	Frequency	Percentage
Very Good	100	30%
Good	150	40%
Sufficient	50	5%
Need to Improve	60	15%
Not Good	40	10%
Total	400	100%

Source: Field survey, 2019

From the result was found that 30% respondents express very good about bad relationship between students and teachers in the class room have an effect on students' study, 40% respondents express good about bad relationship between students and teachers in the class room have an effect on students' study, 5% respondents express Sufficient bad relationship between students and teachers in the class room have an effect on students' study, 15% respondents express need to improve about bad relationship between students and teachers in the class room have an effect on students' study of school and 10% respondents express not good about bad relationship between students and teachers in the class room have an effect on students' study of school of Bangladesh.

Table 15: Teachers opinion about students' participation on the group, or lack, has an effect on their study in the classroom

Respondent's opinion	Frequency	Percentage
Always	100	50%
Often	150	20%
Sometimes	50	5%
Rarely	60	10%
Never	40	15%
Total	400	100%

Source: Field survey, 2019

From the result was found that 50% respondents express always about students participation on the group, or lack, have an effect on their study in the classroom, 20% respondents express often about students participation on the group, or lack, have an effect on their study in the classroom, 5% respondents express students participation on the group, or lack, have an effect on their study in the classroom, 10% respondents express need to rarely about students participation on the group, or lack, have an effect on their study in the classroom of school and 15% respondents express never about students participation on the group, or lack, have an effect on their study in the classroom of school of Bangladesh.

Table 16: Teachers opinion about the gap of good relationship between the teachers and students in the classroom is because of the lack of their study

Respondent's opinion	Frequency	Percentage

Always	100	40%
Often	150	30%
Sometimes	50	5%
Rarely	60	15%
Never	40	10%
Total	400	100%

Source: Field survey, 2019

From the result was found that 40% respondents express always about feel that the gap of good relationship between the teachers and students in the classroom is because of the lack of their study, 30% respondents express often about feel that the gap of good relationship between the teachers and students in the classroom is because of the lack of their study, 5% respondents express feel that the gap of good relationship between the teachers and students in the classroom is because of the lack of their study, 15% respondents express need to rarely about feel that the gap of good relationship between the teachers and students in the classroom is because of the lack of their study of school and 10% respondents express never about feel that the gap of good relationship between the teachers and students in the classroom is because of the lack of their study of school of Bangladesh.

CONCLUSION AND RECOMMENDATION

This result implies that the level of interaction increases or become high, the academic performance of students increases. The findings of this study are related with previous study reported that students who have strong beliefs towards their teachers as well as positive relationship with their teachers tend to be more self-regulated and persistent in their learning, more motivated to learn and to be successful in their learning, experience less stress and good participation in class, and as a consequence have higher academic performance and better perform in college than their counterparts who are low interaction with their teachers.

According to the t-test result regarding second objective, there was a significant difference in how students and teachers perceived their interactions. It is noted that those teachers perceived that they were more supportive or available than what their students reported. This difference indicates that students' perceptions of their teachers, directly impact their academic performance. This result suggests that congruence between teachers' and students' perceptions of a learning environment is of central importance for an optimal teaching–learning process. Students' perceptions of a learning environment influence their study behavior and determine the nature and quality of academic performance whereas teachers' perceptions are related to their teaching behavior.

Differences between teachers' and students' perceptions thus imply that their behaviors are likely to be incongruent and not directed at the same goals. A teacher might have the intention to be clear about learning goals, but if students do not pick-up relevant signals from the teacher this will not have the intended effect. It is important that teachers have to ensure that they are meeting student needs, both academically and emotionally which can motivate students to channel their energies and desires to reach their goals.

Overall findings of this study indicated that there is indeed a statistically significant relationship between teacher-student interactions and academic performance. This supports the need for more research to bridge the gap between motivating students and identifying the influential variables that influence their academic performance. The result of the study indicated the importance of teacher-student relationships to attain academic success of the students. The results suggest providing appropriate academic resources and aids for the teachers to meet the individual needs of their students. The results also indicate that there is strong relationship between teacher-student interactions and students' academic performance and there are difference in the perception of teacher-student interactions between students and teachers. Therefore, it is strongly recommended to conduct extensive studies nationwide (both qualitative and quantitative) to grasp and explore the issues critical in understanding academic achievement in more credible approaches at post secondary level and tertiary. Besides, longitudinal studies are needed to understand the changing role of various factors, including personal characteristics, socioeconomic background, institutional attributes, and academic activities, in academic achievement over time. Besides, to attain the sustainable development goals (SDGs) in education ensure inclusive and equitable quality education for all—both government and nongovernment organizations in Bangladesh must come forward to ensure uniformity, equality, and all-inclusiveness in education.

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