

IMPACT OF INTERACTION AMONG TEACHERS AND STUDENTS FOR ACADEMIC PERFORMANCE: A CASE STUDY AT FACULTY OF EDUCATION, UNIVERSITY OF SINDH, PAKISTAN

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ABSTRACT

Students' affiliation with teachers, they spent 5 to 7 hours in day and 10 months with their teacher in departments. This study ascertained impact of interaction among them for academic performance. Interaction known as motivational tool for students, that they accomplished their studies. Tutoring diffused rapidly around the world. Universities improved their standard through quality of education and students' educational performance through educational quality. It examined challenges for interaction among teachers and students that they ensured students success. Research done at "faculty of Education Hyderabad, University of Sindh Jamshoro, Pakistan"; as a case study". Researcher examined effect of teachers' interaction on students. The random sampling method applied for data gathering from different departments. Descriptive applied through analysis mean and standard deviation to find teachers effect of communication on students education and their educational success. The results displayed constructive affiliation among both (teachers and students). It was somehow difficult to create constructive affiliation amongst both, when they reached to the certain period. They became mature. These affiliations created learning experience of students. This research paper, however, displayed that there was fair rapport among teachers and students educational performance that created friendliness environment for the students success.

Keywords: Interaction, Academic Performance, Skills

INTRODUCTION

1.1 Background

Interaction defined as mode of shifting ideas to others. Either verbal or non-verbal interaction, teachers played vital role for clear communication and shifting opinions to their students. They interacted verbally and nonverbally for education purpose. It affiliated with success in every aspect life. Operative interaction played the vital role to build the character and standard of students' education. Teachers' abilities and interaction motivated students that they improve in education field. Sincerity, obligation, affection, love, devotion, and responsibility from the teacher brought prosperity that students required for an education. Hence, various researchers done similar work before and researcher did field on similar topic somehow that related to the faculty of

Education in Hyderabad, University of Sindh, Pakistan (Fabunmi, 2004).

Teachers' routine in the classroom depended on their communication abilities. If they have good interaction skills, then they easily and clearly conveyed message/lecture to students (Maes, Weldy & Icenogle, 1997).

Operative communication between head teachers, teachers, and students ensured that language spoke among each other simple, convincing, influencing, inspiring, and approachable. When they (teachers) applied simple language during interaction, then the school task, and instructional objectives to students, students routine enhanced. Clear communication among them (teachers and students), it increased ability of teachers in education field as well. If rapport established appropriately, educational goals realized

easily. The UNESCO report (2009) emphasized on interaction parts: written words, speech, visuals, electronic devices, and body language. Further it guided interaction should be specific, understandable, and clear; it should be short-term (should not include pointless information); and deliver the message, the communicator must be attentive of his listening, boldness, speaking, gestures, and facial words.

It brought to the question; “what were observations of honorable students?” Mostly students went to universities and they have the favorite teacher as well. Positive affiliation among teachers and students created quality education in healthy environment. University was place, where functional and advanced students obtained admittance to enhance abilities. Later, teacher served as the character model to students and he created friendliness for the students. For educational environment, interaction played main role for association among teachers and students. Research indicated that educational achievement and student mode of behavior greatly influenced through teacher and based on both relations for quality of education (McCarthy & Carter, 2001).

The teachers’ nonverbal and verbal interaction reflected in the students’ mode of behavior, ethics, and education. Oftentimes, it observed that students were not relaxed, when their teacher was in class. Therefore, teachers’ nonverbal interaction damaged interest of students that result in depression, eventually (Najafi & Rahmzade, 2013). Done.....

So, disciplines and courses of universities could not assess education quality. It assessed through the education environment that gave important impact on routine of students. The vital part of educational environment for students they felt pleasant and comfortable in it. It improved the mental attitude which ultimately gave high returns in teachers. Further, the faculties of universities created positive rapport with the students and they improved learning and interaction skills (Wirth & Perkins, 2013). So, research showed the association among students’ performance and teachers’ operative interaction in the Faculty of Education Hyderabad, University of Sindh Jamshoro, Pakistan.

1.2 Statement of the problem:

Communication played major part in whole phases of life. Current interaction was the pivot on which whole educational actions rotate. whole educational activities, those from policy design for schools, developed for teaching objectives, delivered for commands inside and outside the classroom, the reported results of learners, parents, educational authorities, other participants, and the public supported through interaction (Musella, et, al., 2019).

Instructions delivered through communication in the classroom: it in terms spoke to students to convey messages, listened and understood students’ reactions, emphasized gestures for the message, approached to express feelings, prejudgments, threats, strengths, and facial expression to inform such as: displeasure, recognition and more. Teachers’ reputable communication abilities made for effective management of classroom that led to capable teaching and learning process that enhanced students’ educational performance (UNESCO, Report, 2009).

1.3 Objectives of the study:

The objectives of study are to find out consequences of verbal and nonverbal interaction among teachers and students at faculty of education Hyderabad, University of Sindh Jamshoro, Pakistan. It ascertained the results of the interaction for both. The research aims:

- i. To find out the affiliation among motivated students through interaction of the teachers.
- i. To determine the effect of teachers’ interaction on students’ academic performance.
- ii. To examine communication influences students’ productivity.

1.4 Research Hypotheses:

- H1: There is a positive affiliation among teachers’ and students’ motivation.
H1: There is a positive correlation amongst teachers’ and students’ performance.
H2: There is a relationship between the teachers’ and students’ guidance.

1.5 Delimitation of the Study:

This study limited to students (boys and girls) of B.ed. (Elementary) consisted on four years program, B.ed. (1.5), B.ed. (2.5) at the faculty of Education Hyderabad, University of Sindh Jamshoro, Pakistan.

1.6 Operational definition of key term:

Interaction: Interaction abilities referred to the teachers, they transformed knowledge to their students.

Academic performance: It referred to achievement in a particular subject. Researcher applied for students (boys and girls) of B.Ed. (Elementary), B.Ed. (1.5), B.Ed. (2.5) for their academic performance at the university level.

Students: Referred to students those participated in the field of education such as: students of B.Ed. (Elementary), B.Ed. (1.5), B.Ed. (2.5).

Skills: Referred to the teachers', they applied diverse methods of teaching those in class to their students.

2 Literature Review:

Active interaction helped well to the teacher that they developed rapport to the students (Richmond, 1990). So, there was progressive association among them (teachers and students) (Baruch, Hershkovitz & P. Ang, 2015). The poor interaction of teachers led students to abandoned studies (Dinu, 2015). Davis (2001) helped students built their affiliations with their teachers through nonverbal interaction. Khan, et al. (2017) stated students' success directly associated to actual communication to their teachers. Liberate (2012) lectured students and teachers, that they interacted clearly and infinite results, one can see through their learning and it was necessary for teachers that they understood their students; students agreed about cooperation and friendly environment of the teacher were essential parts of the success. The research done and based on six dissimilar variables examined and showed the result that constructive correlation founded in it. The faculty friendly atmosphere and nonverbal interaction connected for enthusiasm of

students. After, these factors were important constituents for achieving goals.

It involved speaking, listening writing, and reading. For operative teaching, interaction needed for each teaching area. Always they made things understandable and easier (Freddie Silver). Current communications were very important for them transmitting education, management, and interaction to their students in classroom. The teacher taught the students that they have diverse intellectual approaches. To lead capability and ability of their students teacher needed to adopted well communication that inspired the students for learning process (Sng Bee, 2012).

A diversity of abilities needed for teachers. A research study conducted through Ehindero & Ajibade, (2000) indicated that for operational teaching, teacher required clear interaction abilities such as respectable communication, decent management of classroom, modernizing knowledge, and sustaining personality through these skills they taught well to their students. Done...

3 Methodology and Research Design:

To analysis hypothesis, the descriptive survey design applied to find the influence of operative interaction on students'. It dealt with systematic description of an occasion in precise way (Creswell, 2003). Research based on numerical data, and quantifiable variables known as Quantitative research (Amin, 2005).

3.1 The Area of the Study:

This study carried on different departments of education at education faculty Hyderabad, University of Sindh Jamshoro, Pakistan. Thus, it is associated with education field. In educational different departments of faculty various students performed their best and developed career in it.

3.2 Sampling techniques and sample size:

The different department of education students belongs to different study programs such as: B.ed. (Elementary) B.ed. (1.5), B.ed. (2.5) programs. A random sampling technique applied and data collected from the students.

3.3 Research instrument:

Researchers applied questionnaire for data collection in survey, they distributed questionnaire. The questionnaire consisted on 10 questions, through that they collected data from students.

3.4 Data analysis:

To data analysis, statistical descriptive questionnaire used for analyzing the data, standard deviation, mean, and correlation applied here.

3.5 Research Instrument

Research based on student performance was the dependent variable whereas teacher interaction was the independent variable. Questionnaire which based on 10 questions those researchers adopted and collected data from the concern students of various departments of faculty of Education Hyderabad. Data collected from males and females from those 72 females and 41 males responded selected for research.

Table 1. Data Collection from the faculty of Education

Respondents	Male		Female		Sum	
	N	%	N	%	N	%
Department						
B.Ed. (1.5)	17	17	13	11.5	30	26.5
B.Ed. (2.5)	29	25.7	11	9.7	40	35.4
B.Ed. Elementary	26	23	17	15.1	43	38.1
Total	72	63.7	41	36.3	113	100

The tool developed five point answers on Likert scale. The choices for respondents' were 1. strongly disagree, 2. disagree, and 3. Not sure 4. Agree 5. Strongly agree.

Table 2. Analysis of the result of the study

Sr. n	Statements	M	S. D
1	Your teacher's non-verbal communication is good.	4.31	.749
2	Teachers' non-verbal communication affects the study.	4.08	.806
3	The teacher cooperated students.	3.04	6.02
4	Teachers motivated students for study	4.66	5.44
5	Students get motivation through the teacher's behavior.	4.32	6.45
6	Teacher developed students' ability.	4.06	5.12
7	Often times, the teacher used abusive languages.	3.90	4.55
8	Teachers have potential to teach.	4.14	5.20
9	Teachers guided the students.	3.11	6.60
10	Students satisfied to teacher's interaction.	4.80	5.75

From the analysis, dissimilar results obtained from this paper. 57% students mean (2.6) decided that teachers nonverbal interaction was significant, and it played essential for students' performance. Their perception was nonverbal interaction of teachers was an essential tool to engage them.

40% mean (2.4) students decided, which inspiration was the main feature of the teachers viewpoint, that encouraged the students to attain high mark .36%, the pupils decided and motivated through the teachers' nonverbal interaction. Students satisfied to teachers, as they guided and helped them as well when they

faced difficulties. 43% students mean (2.3) decided that teachers increased their abilities and achieved as they used dissimilar techniques for enhancing their abilities.

4 Conclusions:

In conclusion, interaction played crucial role that built the career of students. The findings of study showed that students' academic routine influenced to high level through teachers' communication abilities and performance for students. It was imperative; therefore, departments' curriculum made adequate provision for

students and teachers. They learned through actual interaction skills, and practiced teachers as they seem them trained and retrained to cultivate moral interaction aptitudes. The communication of teachers, either verbal or nonverbal main feature required through students to become fruitful in their objectives of education. It motivated the students and they enhance their abilities. Also, it encouraged them to work hard. Then, it was necessary that teachers communicated to their students in an operative way. Departments should observe significant feature that enhance the ability of students through interaction via different sources.

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