

Unveiling the Importance of Teacher's Interpersonal behaviour in Students' Academic Performance: A Review of English Learning

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Abstract

The purpose of this research was to investigate the critical effect of the teacher's interpersonal conduct in students' academic progress and English language development. The influence of the teacher-student interpersonal interaction on numerous elements of students' educational experiences was investigated through a comprehensive assessment of prior studies. Positive teacher-student relationships greatly improve intrinsic motivation, engagement, and enjoyment in the learning process. Teachers who promote a friendly and nurturing environment in the classroom encourage active student involvement and greater academic success. The objective of this research was to identify the importance of teacher's interpersonal behaviour in students' academic performance. It was a review research paper based on self-determination theory. For this purpose, the researcher reviewed previous studies. The review highlighted the significance of creating a conducive and caring learning environment to foster students' success and well-being in their academic and language learning endeavours. The findings provided valuable insights for educators and policymakers aiming to enhance students' educational experiences and promote effective language learning strategies.

Keywords: Teacher's Interpersonal Behaviour; Academic Performance; English Learning

Introduction

English, as a global language, holds immense importance as a widely sought after skill for individuals to master. Its significance spans across various domains including education, science, politics, technology, and many others. Within the realm of education, English has emerged as a crucial subject that students must proficiently grasp at higher levels (Abdelrady & Akram, 2022). However, achieving mastery in English is no easy feat. Students require substantial motivation to drive their learning efforts. This motivation can stem from diverse sources such as friends, teachers, and their surroundings. Thus, teachers assume a pivotal role in shouldering this responsibility within the educational sphere (Akram et al., 2022).

The teacher's communication behaviours such as teacher stroke, empathy, and supportive interactions, positively influence students' psychological constructs including determination, resilience, self-efficacy, and well-being. Establishing rapport, showing care, and providing support contribute to students' positive attitudes towards learning. According to Luz (2015), the teacher-student interaction has the capacity to develop an emotional connection among pupils. This emotional connection allows students to feel at ease in the presence of their professors and peers, enhancing their success in classroom teaching and learning. Similarly, Hagenauer & Volet (2014) describe the teacher-student connection as a shared emotional tie between the student and the instructor. A student who has a constant favourable relationship with their instructor is more likely to absorb things quickly and demonstrate good classroom behaviour (Akram et al., 2021). It comes to reason that the characteristics of both the instructor and the student can form and impact the quality of this interaction. As a result, the more a teacher stimulates their students, the more the students perform better.

Developing a beneficial connection with students is critical for the effectiveness of the method of instruction and learning in the classroom. This is because a positive teacher-student relationship fosters cooperation and motivation among students that leads to favourable outcomes in



their academic journey. Positive relationships in the classroom create more opportunities for students to achieve their learning goals. Furthermore, Varga (2017) emphasizes that discovering a sense of happiness is crucial to developing a positive relationship. The primary strategy for cultivating a positive teacher-student relationship lies in gaining an understanding of students' educational performance, interests, and personal matters. By acquiring knowledge about each student's proficiency, teachers are better equipped to establish a strong rapport (Akram & Abdelrady, 2023). As Wentzel (2016) suggests that teachers must first comprehend their students before expecting them to comprehend and follow instructions. Furthermore, teachers should strive to develop both social and psychological ties with their pupils. This method is thought to produce a healthy school atmosphere and social development in pupils (Akram et al., 2022).

Language serves as the foundation for effective communication which enables the development of relationships and connections among individuals. These interpersonal interactions occur in various contexts including the home environment between parents and children, as well as within the educational setting between teachers and students, both inside and outside the classroom (Driscoll, 2013). Moreover, interpersonal relationships can be observed among university teachers and students during their social interactions. Shernoff et al. (2016) further emphasize that the learning environment created by teachers greatly influences students' engagement and learning outcomes. By fostering conducive classroom conditions teachers provide students with opportunities to actively participate in their learning and create an inspiring academic atmosphere.

Learners build social relationships with their peers and instructors at school (Gao, 2021). Positive teacher-student connections promote positive behaviour. A teacher's role is that of a facilitator, effectively transferring knowledge while maintaining healthy interactions with students (Akram et al., 2021). It is through these caring and supportive interactions that teachers can facilitate effective language learning experiences for their students. Grammatikopoulos et al. (2018) stressed the significance of investigating the nature of teacher-student interactions and their impact on inspiring students to perform academically and behave appropriately. Additionally, Hu et al. (2022) said that interactions between professors and students might have a good influence on students' discipline. The purpose of this study is to offer insight on the dynamics of these interactions and how they affect students' language learning results.

Background of the Study

The growing need for global communication has made English a universal language for individuals and states. Students with language proficiency have easy access to the job market and higher education institutions, but it is widely observed that success is limited to students with poor knowledge of English. Without interacting socially and academically, language learning is not possible. Teacher-student positive interaction is essential for academic success. Students have better understanding towards academic performance if there is teacher's supportive relationship with them (Gehlbach, Brinkworth, & Harris, 2012).

Several worldwide studies have looked at the issue of teacher-student interpersonal connections, but there has not been much study done in Pakistan. As a result, the current study has both geographical and cultural relevance. Researchers have paid little attention to interpersonal interactions in the Pakistani setting, leaving room for more study into the influence of teacher-student interpersonal ties on students' English language development. This research seeks to fill a gap in the literature and add to improving our comprehension of this critical facet of education in Pakistan.

Literature Review

The instructor is vital to the teaching-learning process, playing an important role in educational and educational endeavours (Abdelrady & Akram, 2022). Teachers devote their careers to teaching pupils in the proper direction. A teacher must be both encouraging and effective. Being helpful entails increasing students' interest and desire in studying as well as establishing a good and comfortable classroom atmosphere (Brandmiller et al., 2020). Additionally, an effective teacher understands their students both formally and informally, as students' behaviour and self-esteem greatly influence the teacher-student relationship (Kalyar et al., 2018). As a result, a teacher's duties and actions have a substantial impact on the success of learning during class (Luz, 2015). Podolsky et al. (2019) firmly argue that the success or failure of pupils in learning is frequently contingent on the efficacy of their professors. The teacher-student connection is critical to students' educational success.

Robinson (2022) provided a comprehensive definition of the teacher-student interpersonal relationship as a continuous process of evolving perceptions and insights between teachers and students that shape their interactions over time. They emphasized that these perceptions are stored in memory and influence future interactions. The researchers also highlighted that when learners perceive support and dependability from their instructors, they are more likely to engage with their educators and view them as sources of support and guidance for their educational development. Tsigilis et al. (2023) further emphasized the importance of high-quality interaction between teachers and students, as well as among peers, for effective instruction. He stated that desirable outcomes are more likely to occur when there is collaboration and meaningful interaction between teachers and learners. These perspectives underscore the significant role that teachers play in educational contexts and the importance of fostering positive and supportive teacher-student relationships for optimal learning experiences.

Alzebaree & Zebari (2021), in their research on effective teaching, highlight the importance of teachers being supportive, creating engaging educational environments, and motivating learners to actively participate in language learning. Furthermore, there is an established theory that learners' interactions with instructors, classmates, and principals in educational settings contribute to their educational, and interpersonal growth (Pakarinen et al., 2018). This emphasizes the crucial role of positive teacher-student relationships in facilitating learners' achievement and overall growth in educational environments. Dennie et al. (2019) observed that teacher-learner interpersonal interactions have a substantial effect on learners' degree of engagement with learning within educational situations. They contended that effective teacher-learner connections meet students' emotional needs that have positive impact on their academic engagement. These findings highlight the critical significance of interpersonal ties between teachers and students in supporting their mental health and active involvement in their educational journey.

Another study, conducted by Schut et al. (2020), found that learners' academic engagement is highly connected with the supporting interactions offered by instructors. Similarly, Li (2021) discovered that closeness and conflict in the teacher-learner interpersonal interaction have encouraging and negative influence on students' academic engagement, respectively. They stressed that students' impressions of teacher support might motivate them to participate socially, academically, and emotionally in educational settings. Song (2021) performed research that indicated the importance of positive interaction between teachers behaviour, such as teacher stroke, in encouraging learners' pleasure of foreign languages. According to the findings of a study conducted by Mainhard et al. (2018), instructor agency (interactive domination or influence) and empathy (warmth or closeness) play major roles in the development of learners' positive emotions, including pleasure.

Furthermore, Goetz et al. (2021) found a link between higher-quality teacher-learner interpersonal connections and improved enjoyment, as well as a link between foreign language anxiety and less effective teacher-learner interpersonal interactions. The findings highlight the importance of excellent teacher-learner interpersonal ties in enhancing learners' pleasure of the foreign language learning process while also reducing anxiety. The teacher's communication behaviour, agency, empathy, and the quality of the relationship all contribute to learners' positive emotions and overall language learning experience. In other words, when students have inspiring relationship with their professors, it improves their motivation, interpersonal skills development, dedication, and decreases their anxiety levels, promoting stronger levels of grit. Similarly, Virtanen and Tynjälä (2022) discovered that instructors' encouragement had a substantial influence on learners' determination as a communicative behaviour. According to the study, a healthy teacher-student interaction fosters learners' social skills and contributes to their feeling of resolve.

Lan & Moscardino (2019) have underlined the importance of a healthy teacher-student connection on students' well-being. They discovered that a healthy teacher-student interaction impacts students' overall well-being. These findings imply that a healthy teacher-learner interpersonal connection defined by supportive communication practices might boost students' determination, social competence, and well-being. The support of teachers and the quality of the teacher-student interaction are critical in creating these positive psychological constructs among students.

Theoretical Framework

The present phenomena is based on self-determination theory concepts, which comprise three psychological views. The hypothesis, according to Deci & Ryan (1985), explains the relationship between effective teacher-student relationships and successful school adaptation or academic motivation by meeting three basic psychological needs: attachment, competence, and autonomy. When a teacher meets these three fundamental requirements by displaying commitment (for example, by caring conduct or real interest), setting clear frameworks, and cultivating student autonomy, students' learning and achievement motivation increases. This rise in motivation is directly related to their academic advancement. Roorda et al. (2011) reinforce this idea further by highlighting the necessity of satisfying these requirements in order to improve students' motivation and academic achievement.

Self-determination theory is a thorough framework of motivation and personality that contends that when people's demands for competence, connection, and independence are satisfied, they can become self-determined. Deci and Ryan introduced the concept of "self-determination" in their seminal book "Self-Determination and Internal Motivation in Human Behaviour" from 1985. It refers to a person's ability to take care of themselves, make autonomous decisions, and exercise critical thought (Rayan & Deci, 2017). Self-determination theory, as a macro theory, takes into account two main components: natural development inclinations and fundamental psychological requirements of people. According to the idea, humans are motivated by three psychological requirements that are common to all people, and how effectively these needs are met directly affects an individual's total well-being (Deci & Ryan, 1985).

Competence (necessity to cope with the environment effectively)

Being competent is having the traits, skills, and knowledge required to complete a task successfully. It includes possessing the necessary knowledge, discretion, aptitude, and strength. A sense of control over one's environment is another aspect of competence. However, someone's sense of competence may erode if activities are very difficult. On the other hand, when a person's abilities and the needs of a task are perfectly matched, he feels more competent and encouraged.

Relationship relatedness (desire for intimate, loving bonds)

The ability to feel a sense of attachment and belonging to others is referred to as relatedness. It includes sensations of intimacy and kinship within a social group. Because they offer people support and help. Meaningful connections and a sense of belonging are necessary for achieving self-determination. People's sense of relatedness is heightened when they are treated with respect and care by others. On the other hand, competition, cliques, and criticism from others can undermine feelings of relatedness and hinder the development of self-determination. Creating a supportive and nurturing social environment is crucial for fostering a sense of relatedness and promoting individuals' self-determination.

Need to feel autonomous and self-governing; autonomy

Autonomy, which comprises self-initiating and self-regulating one's own conduct, is the capacity to feel in control of one's actions and future. Being independent and having the ability to make your own decisions is what is meant by autonomy. When people have a choice, can control their own actions, and feel more autonomous.

Examples in the Classroom

Encouraging Autonomy

According to research, children are more intrinsically motivated to study when teachers promote an autonomous classroom culture (Niemic & Ryan, 2009). Teachers may promote students' autonomy by giving students the chance to investigate, take charge, and come up with their own answers to issues.

Giving Timely Criticism and Challenge

To foster a sense of ability in their pupils, teachers should provide prompt feedback and set challenging goals. When it is successfully supplied, it not only provides insights into students' performance but also boosts their self-esteem and confidence when they receive positive feedback for their accomplishments.

Fostering Relatedness

When they believe that people are actively listening to them and reacting, students feel a sense of relatedness. Creating a classroom environment where students feel heard and valued contributes to their sense of belonging and connection.

Balancing Rewards

While it is acceptable to acknowledge and reward students for their achievements. It is important to avoid excessive external rewards for activities that students already enjoy. This approach fosters intrinsic motivation by allowing students to develop a genuine desire to learn and accomplish goals (Uysal & Yildirim, 2016). It boosts students' sense of being in charge and intrinsic drive, which raises the possibility that they will complete their educational goals.

Teachers may support students' psychological requirements for independence, skill, and connection by putting these ideas into practice, which will improve their inherent drive and overall academic achievement.

Findings and Discussion

Reviewing earlier research, it is clear that the way teachers interact with their pupils has a significant impact on how well they learn to speak English. Numerous aspects of learners' English language competency and their entire language learning experience have been proven to be significantly impacted by the calibre of the teacher-student relationships.

First, there is evidence that effective teacher-student interactions lead to higher levels of intrinsic motivation and involvement in the study of English. Students are more likely to feel motivated, adopt a good attitude toward learning English, and actively engage in language learning activities when teachers nurture a friendly and encouraging classroom atmosphere (Brandmiller et al., 2020). Positive interactions between teachers and students also help to build a strong rapport and sense of trust between them. This rapport creates a safe space for students to express themselves, ask questions, and seek clarification, ultimately enhancing their overall language acquisition experience (Derakhshan et al., 2022).

Moreover, when teachers establish positive relationships with their students, they can better understand their individual needs and learning styles Dennie et al. (2019). As a result, teachers may modify their methods and resources for instruction to better meet the different requirements of their pupils, creating a setting that is both inclusive and productive for learning. In addition, the teacher's communication behaviours, such as teacher stroke, empathy, and supportive interactions, have been associated with positive psychological constructs, including enjoyment, resilience, self-efficacy, and well-being in the English language learning context (Kalyar et al., 2018). When teachers establish rapport, show care, and provide support, students experience higher levels of these constructs, leading to improved language learning outcomes.

In addition, it is essential for English language acquisition that the instructors fulfil students' demands for competence, relatedness, and autonomy. When teachers foster a sense of competence by providing clear instructions, constructive feedback, and challenging yet attainable tasks, students feel more confident in their English language skills (Dincer & Yesilyurt, 2017). Moreover, when teachers create a sense of relatedness by actively listening and responding to students, fostering a supportive classroom community, and promoting collaborative activities, Students are connected to and experience a feeling of belonging to the English language learning procedure. Students also become more involved and assume ownership of their English language learning process when teachers promote students' autonomy by giving chances for choice, autonomy, and independent learning (Al-Adwan et al., 2022).

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Conclusions

The results of the analysis of earlier research' findings underline the critical role that a teacher's interpersonal conduct plays in students' academic success and English language acquisition. It has repeatedly been demonstrated that numerous elements of students' educational experiences are significantly influenced by the quality of the teacher-student interpersonal interaction. Positive teacher-student relationships help students learn more intrinsically motivated, engaged, and enjoyable. Students feel motivated and take an active role in their education when teachers foster a loving and supportive learning environment, which improves academic success. The teacher's communication behaviours, such as teacher stroke, empathy, and supportive interactions, play a crucial role in fostering positive psychological constructs like determination, resilience, self-efficacy, and well-being. Establishing rapport, showing care, and providing support help students develop a positive attitude towards learning and enhance their language learning outcomes.

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