



## The Impact of the Interaction between Teacher and Learner on the Motivation and Achievement of the Learners

pp. (223-230)

**Rauf Avci**

Ishik University Erbil -Iraq

rauf.avci@ishik.edu.iq

### Abstract

There are a lot of factors influencing the learners' success during teaching and learning processes. The target of this article is to discuss the importance of the interaction between teacher and learner and the setting up good relationships with the students by using motivation to be able to promote their success graphics and the behaviors.

The positive teacher-learner interaction is inevitably a strong factor during the learning process. This interaction has direct, intangible and immeasurable effects on the academic achievement and the target behavior. Within this context, the attitudes of the educators will directly affect the students' attitudes towards the education environments and the courses.

The students, supported with the motivation and promoted with the interaction -in addition to the enhanced techniques and materials, will be much more active and independent participants in their own learning. In this sense, the role of the educators is very important while creating a community of knowledge.

A "good" teacher tries hard to be able to contribute to the academic, intellectual and personal development of his/her student by using his/her personal and occupational efficacy. That is why the role of the teachers is significant for the students

**Key words:** Teacher–Student Interaction, Teacher–Student Relationship, Quality Teaching, Academic, Outcomes, Student Behavior, Effective Teacher, Education

### Introduction

The school has to be a place where people learn more things about everyday life and future careers. All people want to learn new things however they are scared of making mistakes during the learning process. At this point, there is a significant role on the shoulders of the teachers throughout the learning process because they are the ones who have to build such a scaffold for the learners. Hence the positive interaction between teacher and student will provide this by making the students feel safe while gaining social and academic skills (Baker et al., 2008; O'Connor, Dearing and Collins, 2011; Silver, Measelle, Armstrong and Essex, 2005). If teachers focus on building such an interaction and students believe that education is useful in their daily lives and forthcoming careers, then they will increase their motivation to learn. For example, if students are continuously engaged in the conversations with their teachers and seek attention and support when required, it is likely that their behavior will change. Students will feel more positive and confident toward classroom learning tasks, which will be reflected in their academic achievements (Liberante, 2012).

Love is one of the strongest links between teacher and the students as mentioned by a famous saying education without love is not complete because the love itself is also a type of education, therefore; the love by teacher towards the students or vice versa is a key link to inaugurate teaching and learning processes. As retold by Wang and Lin (2014), Anton Semenovitch Makarenko (1888~1939) said that to be a teacher, s/he should love each student and respect each student. Teachers are the engineers of the communities so if they love their job and the products, then they can be successful. Within this context, it is somehow a necessity for the teachers to love the students. This means that they have a good interaction with communication, caring, trying to understand the characters and characteristics of the students and sharing their happiness, sorrows and important moments. Thus, while teaching, teachers always should keep in mind that the praises, which addressed to the students, must be coming from the depths of the heart and when teachers have a negative comment on the



students, it is highly advised to give the students the feeling that teachers have some other expectations for them unlike what they have committed (Wang and Lin, 2014). Only when students feel that teachers are not foreigners to them, the link between them will be set up and the very first barrier before the education will be removed.

The attitudes of the teachers towards the students will affect the teaching process; the role of teachers in the classroom is very important in this sense. Teachers have to build the teaching methodology, including classroom atmosphere and management by taking the creativity, imagination, motivations, skills, interests and the needs of the students into consideration (Gourneau, 1997)

### Literature Review

In the modern world of today, there are changes on the traditional views including education. In this sense, it is a necessity to be open to the new methods in education and to have positive teacher behaviors (Guskey, 1988) and to utilize much more human-based, motivating, or teacher-based methodologies to be able to cope with the students' problems (Woolfolk, Rosoff, & Hoy, 1990).

According to Gardner's motivation theory (1985), the motivation of the students will be provided if they feel that teachers pay attention to them. Such teachers are described as those displaying democratic interaction styles by developing expectations for student behavior in the light of individual diversities and role-model attitudes toward their own professions, and by providing constructive feedback.

The interaction between the student and teacher is of high importance to motivate the students because, as illustrated by McGinnis, A. L. (1985), there is a direct action-reaction relationship. Nugent, T. T. (2009) gives a place to the magnitude and direction of force by McGee in order to reflect this inter-influence; (See Figure 1)

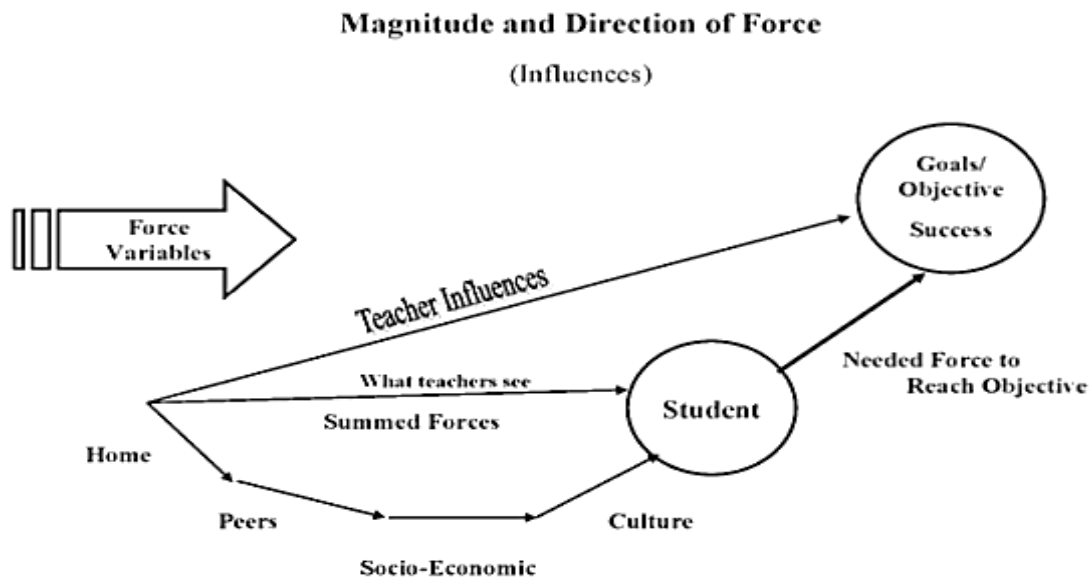


Figure 1 Magnitude and Direction of Force (W. S. McGee, 2009)

The teachers directly play a significant influence on the success and outcome of the teaching process is direct. Teacher ignites the needed force to reach at the objectives that are expected by family, teacher and the society, culture and more. Analyzing from the reverse angle, if



students cannot reach at the target, then somehow it means that teachers could not set up the true correlation and a link; in other words, there is a problem regarding teachers' personal or occupational self-efficacy.

In the literature, the teaching has been described as an extremely psychological process by the educators such as Calderhead They have believed that a teacher's ability to sustain creativity environments will motivate the students and will affect personal decisions of the students depending on teachers' personal qualities and self-efficacy and their ability of having personal interactions with their students (Calderhead, 1996).

### **Teachers' Self-efficacy on Students' Motivation**

The motivation requires special care to be shown by the teachers. To do so, they have to allot extra attention and time by setting up an interaction between their students and themselves (Eschenmann, 1991). Within the same context, Whitaker (2004) stated that self-faith of the teachers in creating relationships with learners is a must to be a successful teacher because he accepts the teacher as the main variables not only in the classroom, but their life spans also because as Boltin and Gorneau (1998) has mentioned that the teachers have the opportunity to leave an indelible impression on their students' lives. The acquisitions that have been gained at schools will affect how they see themselves and the world around them.

In spite of the numerous revolutions in the intellectual and educational areas or the technological developments or educational reforms, nothing can be replaced with the teachers so Whitaker (2004) thinks that the teachers must be idealist people with high expectations for the learners and the very basic step of these expectations is to set up a healthy interaction with the students that will bring the achievement in the further processes.

In the literature, a good number of studies, discussing the impact of the teachers' self-efficacy beliefs in students' success and achievements in schools, have been conducted. The influence of the self-efficacy on the students' success can be reflected in different types: the didactic skills of those teachers with higher self-efficacy faiths are more developed; their teaching methodologies will be abundant that will automatically affect the classroom management in a positive way since not only the regular students will be encouraged but also the learners with special care will be given attention as well (Allinder, 1994).

According to McGinnis (1985), "motivators are not born; they are made. There is no such thing as an unmotivated person". On the very contrary, as Steven Reiss said different things and different environments motivate different students in different ways (Briggs, 2013) and only the teachers love their students and only if they have self-efficacy values in their hearts, they will try to seek for alternatives to motivate their students.

### **Academic Outcomes**

The interaction between the students and the teachers are vital to the academic success. According to Stipek (2002), most of the students with low academic success are the same ones whose relationships with their teachers is low as well. Each student wants to be accepted by the society in which s/he takes place. When the integration, link and the interaction between the learner and the teacher is not provided, typically academic success falls behind, too. In his mind, unlike their peers, the students with the positive attitudes towards the academics have much more nurturing relationship with the teacher.

Wang and Lin (2014) has stated that during his/her internship, s/he has witnessed that the students who are appreciated by the English teacher have an interest in the respective lesson as well as getting success. However, the rest of the students have failed to show required interest or achievement. Moving from this situation, s/he has mentioned that



educators must love all of the students, not only the specific ones. This will increase not only the attention to the lesson, but also academic success, too.

The act of teaching English is the communication based on the emotions between the learner and the educator. The emotion will bring the harmony and change the mode of the class environment; therefore, not only the way of teaching, but also the actions or attitudes of the teachers plays a crucial role in favor of the students. For example, teachers with smiles, eagerness or inspiration has always affected their students in a positive way. This is somehow a cycle between the teachers and the students, especially for the primary and secondary schools.

In the literature, it has been suggested that it is required to pay attention to the nature and the quality of teacher-learner interaction and the relationship. Consequently, this will bring an enhanced acquisition for both the learner and the educator; the more students learn, the more effective teachers will be.

Even though many studies have been conducted to understand the importance of the teacher-learner relation so far, the interaction is of much more significance especially during the transition years, like from the elementary school to middle or from mid to higher school (Alexander et al., 1997).

Not only the relationships between the learner and the educator, but also students' attitudes and motivation towards learning impacts upon the social and academic outputs. "Motivation may play a key role in the relationship between teacher-student relationships and academic outcomes" (Bandura, 1997).

### Student Behavior

Communication is one of the key concepts in terms of interaction. Should the teachers have a good communication with the students (that is, most of the time, ignored), then the learners show more care about the classes; the attitudes towards the teachers become much more positive. On the other side, when the relationship is weak, the student becomes a 'lost cause' both for the teacher and also for the school.

It should be kept in mind that the concepts of the *tolerance* and the *respect* will go side-by-side. Whatever invested in the classroom will yield a benefit; good behaviors will turn the students into good people.

### AYDAN MEYDAN

The determination of the educator will affect the fate of the students; either it be to reach their goals or fail to do so. While doing this, the teachers will make use of the required technique and the materials that will be supported and enhanced by the enthusiasm, determination, motivation and interaction.

Churchill et al. (2011) have said that the behavior and engagement, however, are directly related, and therefore the challenge for teachers is to engage their students in learning. Similarly, it has been uttered that to be able to turn the learning into an enjoyable experience in a balanced classroom environment, a positive interaction with the students is required in addition to the engagement of the students (Krause, Bochner & Duchesne, 2006). It has been reported that if the learners are educated in a friendly atmosphere, then it is much more



possible that they are motivated and feel optimistic about the schoolwork and also are eager to work cooperatively in teams (UNESCO, 2004) because the classroom will be a “good place for the students to be, then they will want to be there, and will generally be both on task and well behaved” (Churchill *et al.*, 2011).

The attitudes of the teachers as well as the methodology will inspire the students. Rather than monotonousness, students will always find something new and wait for something new so the classes will not be a tedious place and the teacher will always be popular in the eyes of the students. This will directly affect the interaction and the success. *Aydan Meydan* is a good example in this sense. She has been chosen as the most inspiring teacher and has been given Google Science Fair 2015 - Inspiring Educator Award (Sarajevotimes, 2015) (Aydan Meydan from Bosna Sema School won the “Inspiring Educator Award”!, Retrieved from <http://www.sarajevotimes.com/aydan-meydan-from-bosna-sema-school-won-the-inspiring-educator-award/> on 13.01.2016)

### “I WANT TO BE A TEACHER”

Teachers have a notable impression on the lives of the students. Edward & Richard (2008) have illustrated this idea in a very strange way, by posing a question to the teachers. They challenge the teachers by the words “Take a moment to think about the person or persons you would like to emulate as a teacher. Perhaps a particular teacher left a significant impression(s) on you. Describe your best teacher with regard to each of these attributes”

From this point of view, a question will be aroused in the minds: Whos is a good teacher or What is considered to be a good teacher? To be able to find a proper answer for this question, it is more true to move from the opposite way. As suggested by many researchers, the success of the teachers is based on their relations and the interaction with the students through a suitable communication that will increase the motivation of the students. “Motivation may play a key role in the relationship between teacher-student relationships and academic outcomes” (Bandura, 1997).

In a communicative classroom, students will not be worried about expressing what they feel and they will always find themselves in a safe and democratic environment. Only those teachers supporting their learners will be able put their signatures under the social and academic successes of the students (Baker et al., 2008).

Teachers play a crucial role in the trajectory of learners throughout the formal academic experience (Baker, Grant, & Morlock, 2008), but teaching is not a phenomenon to be limited to the school environment or something that will be adjourned at the end of the day or the year (Edward & Richard, 2008). The correlation between student and teacher will affect the rest of the lives of the students as said before. Researches that have investigated teacher-student relationships for older students have shown that “positive teacher-student relationships are associated with positive academic and social outcomes for high school students” (Alexander, Entwisle,&Horset,1997).

### Discussion and Conclusion

There are a lot of factors influencing the success during teaching and learning. One of those factors is inevitably *positive teacher-learner interaction*. This interaction has direct intangible and immeasurable effects on the academic achievement and the target behavior.

When the students are supported with the motivation -that will come through the



interaction- in addition to the enhanced techniques and materials, they will be much more active and independent participants in their own learning. That is why, English classes should be an open adventure for students in which they can find various options and open their horizons.

A good communication that will result in a successful interaction or vice versa is an indispensable element of the education. The rules are the inevitably necessary parts of the systems, but Doghonadze (2012) challenges this by saying that “in my opinion, if there is good communication with the teacher and the student, there won't be a need to put a list of the regulations or discipline rules to punish them. [Furthermore] teacher is going to enjoy teaching in the class as well as student” (Doghonadze,p.96).

### References

Allinder, R. (1994). The relationship between efficacy and the instructional practices of special education teacher and consultants. *Teacher Education and Special Education*, 17, 86-95

Alexander, K. L., Entwisle, D. R., & Horsey, C. S. (1997). From first grade forward: Early foundations of high school dropout. *Sociology of Education*, , 87-107.

Baker, J. Grant, s., & Morlock, L.(2008). The teacher–student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, 23(1), 3-15.

Bandura, A. (1997). Self-efficacy: The exercise of control.

Briggs, Saga (September 04, 2013). 25 Ways to Cultivate Intrinsic Motivation. Retrieved from <http://www.opencolleges.edu.au/informed/features/intrinsic-motivation/> .on April 12, 2016.

Calderhead, J. (1996). Teachers: Beliefs and knowledge.

Chacon, C. (2005). Teachers' perceived efficacy among English as a foreign language teachers in Venezuela. *Teaching and Teacher Education*. 21, 257-272.

Churchill, R., Ferguson, P., Godinho, S., Johnson, N.F., Keddie, A., Letts, W.,Mackay, J., Doghonadze, N. (2012). A survey on university lecturer job satisfaction.*Journal of Education*, 1(1),17-22.

McGill, M., Moss, J., Nagel, M.C., Nicholson, P. & Vick, M. (2011). Teaching: Making a difference. Milton, QLD: John Wiley & Sons.

Eschenmann, K. (1991). Student Perceptions of Teaching Style in The Health Occupation Classroom. *Journal of Health Occupations Education*, 6(1).

Ebert, E., & Culyer, R. (2013). School: An introduction to education. Cengage Learning.

Gardner, R.C. (1985). Social Psychology and Second Language Learning. The role of attitude and motivation in Second Language Learning. London: Edward Arnold.



- Gourneau, B. (2005). Five attitudes of effective teachers: Implications for teacher training. *Essays in Education*, 13, 1-8.
- Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and teacher education*, 4(1), 63-69.
- Krause, K., Bochner, S. & Duchesne, S. (2006). *Educational Psychology: For learning and teaching* (2nd edn). South Melbourne: Thomson Learning.
- Liberante, L. (2012). The importance of teacher–student relationships, as explored through the lens of the NSW Quality Teaching Model . *Journal of Student Engagement: Education matters* , 2 (1), 2-9.
- Muijs, R. D., & Rejnolds, D. (2001). Teachers’ beliefs and behaviors: What really matters. *Journal of Classroom Interaction*, 37, 3-15
- McGinnis, A. L. (1985). *Bringing out the best in people: how to enjoy helping others excel*. Minneapolis: Augsburg Books.
- O’Connor, E. E., Dearing, E., & Collins, B. A. (2011). Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 48(1), 120-162.
- Tournaki, N., & Podell, D. (2005). The impact of student characteristics and teacher efficacy on teachers’ predictions of student success. *Teaching and Teacher Education* 21, 299–314
- Podell, D. & Soodak, L. (1993). Teacher efficacy and bias in special education referrals. *Journal of Educational Research*, 86, 247-253.
- Silver, R. B., Measelle, J. R., Armstrong, J. M., & Essex, M. J. (2005). Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher–child relationship during the school transition. *Journal of School Psychology*, 43(1), 39-60.
- Stipek, D. (2002). *Motivation to Learn: Integrating Theory and Practice*. Boston, Massachusetts: Allyn and Bacon. (Original work published 1988)
- UNESCO (2004). *Embracing Diversity: Toolkit for creating inclusive, learning- friendly environments*. URL: <http://unesdoc.unesco.org/images/0013/001375 /137522e.pdf> (accessed 21 February 2012).
- Wang, Y., & Lin, L. (2014). Pygmalion Effect on Junior English Teaching. *Advances in Language and Literary Studies* , 5 (6), 18-23.
- Whitaker, Todd. (2004). *What Great Principals Do Differently*. Larchmont, NY: Eye On Education, Inc.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and teacher Education*, 6(2), 137-148.



<https://www.researchgate.net/publication/272846788> Should teachers be colorblind How multicultural and egalitarian beliefs differentially relate to aspects of teachers%27 professional competence for teaching in diverse classrooms

<http://searchguide.level3.com/search/?q=http%3A//www.synonymous%20dict.com/&r=&t=0>  
<http://study.com/academy/lesson/basic-psychological-processes-definition-lesson-quiz.html>

Nugent, T. T. (2009). *The impact of teacher-student interaction on student motivation and achievement* (Doctoral dissertation, University of Central Florida Orlando, Florida).