THE INFLUENCE OF STUDENT-TEACHER INTERACTIONS ON SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

The primary goal of this study was to determine how student-teacher interactions impact secondary school pupils' academic performance in District West Karachi. This was proficient by employing a descriptive survey design and a simple random sampling technique to pick study sample of 400 secondary students and 330 secondary teachers (SST). The Student-Teacher Relationship Questionnaire (STRQ) was used to gather data, and regression analysis was used to evaluate a number of hypotheses. According to the study's findings, building a supportive learning environment and keeping regular communication between students and teachers great impact on the academic performance of secondary students in West Karachi district. Specifically, the beta values of the independent variables, classroom activities for Systematic Communication (214), and Forming a Learning Setting (223) demonstrated that these aspects had a major impact on the

secondary school students' performance, which was the dependent variable. The study concluded that in order to cultivate strong relationships, students should actively participate in class activities, respect their professors, and keep in regular contact with them. Furthermore, it recommended that teachers should work on improving their interpersonal relationships with students to enhance their academic performance. Leveraging their teaching experience, teachers were encouraged to establish interesting and engaging personal connections with students to inspire their pursuit of academic excellence. The significance of this study extends to educators, policymakers, and other stakeholders in the field of education. It highlights the vital role of the student-teacher relationship in improving students' academic performance and provides practical recommendations for nurturing positive relationships in the classroom. By following these suggestions, educators can create a more supportive and conducive learning environment that positively impacts the academic outcomes of secondary school students.

Keywords: Student performance, Communication, Interactions

INTRODUCTION

The well-being and progress of a nation are intricately intertwined with its educational system, as it plays a pivotal role in shaping the ethical values and conduct of its citizens. According to scholars like Schommer-Aikens, Duell, and Hunter (2005), making significant investments in education is indispensable for securing a promising future on a global scale. Education is widely recognized as the most potent instrument for achieving national objectives, promoting social cohesion, advancing societal development, fostering unity, self-realization, political stability, social progress, economic prosperity, scientific excellence, cultural awareness, and technological advancements (Hanushek & Wobmann, 2007). The success or failure of any educational system, whether in a developed or developing country, heavily relies on the efforts of its planners, administrators, and educators. As

highlighted by Ekechukwu and Ifeanyichukwu (2021), teachers play a fundamental role in shaping the nation's future by enhancing the caliber of individual's society aspires to produce. In essence, the quality of teachers stands as a decisive factor in determining the overall effectiveness of the educational system (FRN 2000). The academic accomplishments of students within educational institutions are significantly influenced by the schools they attend and the teachers who guide them. A study conducted by Najeeb Ullah, Das, and Ghunio (2019) revealed a positive correlation between teachers and students, underscoring the impact of the teacher-student relationship on academic performance. Maruff (2012) contends that academic achievement is influenced by one's attitude and interest, with both variables showing a positive correlation. Higher levels of positive attitude and keen interest are associated with better academic performance. In contrast, Wikipedia (2021) defines academic performance as the extent to which students, teachers, or educational institutions achieve their academic objectives. Kim (2021) outlines several qualities that define a positive teacher-student relationship, which fosters a robust connection between them. These attributes encompass effective communication, the provision of a safe and conducive learning environment, mutual respect, a positive and patient attitude, treating all students equitably, and offering timely encouragement and recognition. Teachers had these abilities are extra likely to become favored among their students. Consequently, the present study endeavors to investigate the influence of teacher-student relationships on performance in schools and its impact on students' scholastic achievements in the West Karachi.

LITERATURE REVIEW

A student's insight of govern the conviction they have the power to shape their environment and achieve desired results stands as the utmost influential forecaster of motivation, according to Skinner and Greene (2008). Teachers play a crucial role in influencing students' insight as previous

interactions with adults have a significant impact can influence how students perceive their teachers' behavior. When students perceive their teachers as unsupportive, their interest in learning wanes, and their engagement in the classroom diminishes (Rimm-Kaufman & Sandilos, 2012). Additionally, how teachers act has important influence on how students sight their relationships with their teachers and the climate in the classroom. As evidenced by higher maths and English results, children typically perform better academically when they feel that their teachers are helpful (Gehlbach et al., 2012). It is crucial for teachers to examine their interactions with students and their methods of instruction as pupils age since disparities between their perceptions and those of their teachers may appear (Rimm-Kaufman & Sandilos, 2012).

Teachers must take into account their own assessment of their teaching practise when establishing and enhancing interactions with pupils. In order to create a learning environment that supports students' demands for autonomy, belonging, and competence, it is essential for teachers to reflect on their teaching practises (Kennedy, 2008). Hence, teachers' self-reflection and consideration of their practices are essential for nurturing positive relationships with their students. Additionally, the effectiveness of communication between school administrators and staff members affects the coworker exchange relationship inside an organisation, which in turn affects teacher confidence, support, and students' perceptions of engagement (Wheelan & Kesselring, 2005; Misbah, 2020). In order to improve their schools, effective school administrators must strike a balance between shifting social conditions and school culture while building strong relationships with teachers (Misbah, 2020). In order to achieve good academic performance and enhance the well-being of the school community, efficient personnel management and the development of strong relationships between administrators and teachers are essential. Building positive relationships between teachers and students, as evidenced by research by Maulana et al. (2013), can significantly

impact student behavior in the classroom. A positive connection with teachers can increase students' interest and engagement in learning, thereby enhancing their motivation to excel academically. Conversely, a absence of a good association can lead to bad consequences on pupil conduct, with students challenging rules and disregarding procedures if they perceive a lack of value or respect from their teachers (Boynton & Boynton, 2005).

Every student needs an educational setting that is fair, sensitive, and supportive of their love for learning. According to Asiyai (2014), the classroom atmosphere has a significant impact on students' academic progress, while Maulana et al. (2013) discovered that maintaining teenagers' interest and involvement in the learning process is dependent on positive teacher-student relationships. to ascertain the effect of teacher-student interactions on secondary school academic attainment in District West Karachi, this study aims to explore the nature of teacher-student relationships, identify factors influencing these relationships, and determine their influence on students' academic performance. The research will also uncover any challenges or barriers in building positive teacher-student relationships and provide recommendations to enhance these relationships and improve students' academic achievement. This study adds to the body of information on teaching by exploring the connections between cooperative learning, communicative language instruction, and teacher-student interactions by enhancing the understanding of the teaching phenomenon and fostering a positive student-teacher relationship. It addresses the dearth of scholarly literature in Pakistan on the teaching and learning process, particularly at the secondary level, using teacher and student surveys to provide valuable insights for educators and learners. Additionally, the research underscores the significance of employing diverse approaches and innovative strategies in the classroom to facilitate language acquisition skills. The findings of this study have the potential to elevate the quality of education in Pakistan

by providing evidence-based strategies for enhancing the student-teacher relationship and promoting academic achievement.

Research Objectives

1. To assess the regular communication influence between students and teachers on the academic performance of students in secondary school West Karachi.

2. To investigate the student-teacher relationship and its effect on academic achievements of the students.

Research Questions

1. How does daily communication between students and teachers affect the academic performance of secondary school students in District West Karachi?

2. What is the relationship between the teacher-student interaction and the achievement in academics of students in secondary schools?

Hypothesis

1. There is no statistically significant correlation between the academic performance of students at the Secondary Schools in District West Karachi and the frequency of communication between teachers and students.

2. There is no statistically significant correlation between the academic performance of students at the Secondary Schools in District West Karachi and the learning environment.

METHODOLOGY

This research was conducted using a quantitative research method, specifically employing a Five Point Likert Scale survey to gauge secondary school instructors' and students' opinions on how interactions between students & teachers affect students' performance in school of District West Karachi. The study spanned across 50 secondary schools, accommodating both girls and boys,

within District West Karachi. The primary objective was to examine how the teacher-student relationship influences students' academic performance in this specific region. Through the use of the Likert Scale questionnaire, the researchers aimed to gather valuable insights into the perceptions of teachers and students, shedding light on the significance of this relationship on academic outcomes at the secondary school level.

Population and Sample of the Study

In the study population all secondary school of District West Karachi included. The study's sample size consisted of secondary school students, boys and girls included in the research. Additionally, a random sample of 210 male teachers (SST) and 120 female teachers (SST), or roughly 50% of all secondary school teachers in the district, was chosen. 10% of the district's entire boy population, or 230 kids, was included in the sample for boys. Similarly, 170 children made up the sample for females, representing 15% of the district's overall female population. The researchers carefully selected and proportionally distributed the samples to ensure fair representation of both students and teachers within the study. This approach aimed to capture diverse perspectives and provide valuable insights into the influence of teacher-student relations on academic achievement of school level in the district. By including both male and female students and teachers, the study sought to encompass a comprehensive understanding of the subject matter and draw meaningful conclusions.

Data Analysis

Table 1: *The research examines the mean scores of student respondents to explore the influence of creating a kind and conducive learning atmosphere on students' academic performance at the secondary school level*
        Descriptive Statistics:

	N	Mean	Std. Deviation
1. When I ask a question in class, my teacher always responds.	400	3.89	1.001

2. Whenever he or she visits the class, my teacher always asks how I'm feeling.	400	3.91	1.053
3. My class teacher consistently displays a cheerful attitude.	400	3.76	1.065
4. My class teacher explains the material in a style that is simple to grasp.	400	3.78	1.110
5. I also feel comfortable posing and responding to questions in the classroom.	400	3.91	.996
6. If I am unable to respond to a question, my teacher does not make fun of me or laugh at me.	400	3.95	.977
7. My teacher is consistently stern and does not tolerate jeers from other kids.	400	3.87	1.153
8. My class instructor values my opinions in the classroom. Valid N (list-wise)	400	3.90	1.017
	400		

The descriptive data from 400 student comments about their opinions of their teacher's classroom behaviour are shown in this table. For each of the eight items used to gauge different facets of the teacher's behaviour, the mean and standard deviation are included in the data. After examination, it was discovered that the mean scores for each item ranged from 3.76 to 3.95, showing that overall, pupils have favorable opinions of their educator's behavior on fronts. However, the standard deviations, which range .977 to 1.065, indicate that here is nearly variation in the way that students responded to each issue.

Table 2: *This research focuses on the perceptions of teachers concerning the interaction between teacher-student relationships and performance of the students in academic secondary school level in District West Karachi.*

Descriptive Statistics

	N	Mean	Std. Deviation
1. Do you have positive interactions with your students?	330	3.87	1.085

	N	Mean	Std. Deviation
2. Are you sensitive to the needs of students and emotionally aware?	330	3.82	1.121
3. Can you communicate with kids in a way that is peaceful and allows them to feel included in the learning process?	330	3.91	1.011
4. Do you help your students develop healthy emotional and social behaviors by providing emotional coaching?	330	3.97	.961
5. Do you think that having a helpful teacher will help children succeed?	330	3.93	1.119
6. How crucial do you believe it is to educate your students how to communicate in English?	330	3.78	1.218
7. Do you believe cooperative learning has an impact on how well kids learn?	330	3.96	1.079
8. Does a student's participation in the group—or lack thereof—affect their ability to learn?	330	3.69	1.295
Valid N (list wise)	330		

The provided table presents the outcomes of a comprehensive survey conducted among 330 respondents, with a focus on understanding their perceptions of teaching practices and beliefs concerning students' success. For each question in the survey, mean scores and standard deviations have been meticulously calculated, offering valuable insights into the average responses and the dispersion of responses for each item. An in-depth interpretation of the table can provide significant understanding regarding the teaching practices and beliefs of the surveyed participants. Questions 1 to 5 pertain to teaching practices aimed at fostering a supportive and nurturing classroom environment. The mean scores for these questions vary from 3.82 to 3.97, revealing that the respondents generally agree with these practices. The relatively low standard deviations for these questions signify that the responses are tightly clustered around the mean, indicating that a considerable majority of the participants are in agreement with these statements, reinforcing the importance of creating a conducive learning atmosphere in the classroom.

Moving on to Question 6, it probes the significance of teaching communicative English to students, with a mean score of 3.78. The relatively high standard deviation of 1.218 suggests that the responses are more widely spread out, indicating varying levels of agreement among the participants. Some respondents may strongly believe in the importance of teaching communicative English, while others may have reservations or hold differing views.

Questions 7 and 8 center around teaching practices involving student participation and cooperation. For Question 7, the mean score is 3.96, while for Question 8, it is 3.69. The relatively low standard deviations for both questions indicate that the responses are closely clustered around the mean, signifying a widespread agreement among the respondents regarding the significance of these practices. Encouragingly, the majority of participants concur with the importance of facilitating active student engagement and fostering cooperative learning environments.

By thoroughly examining and interpreting these survey results, educators and policymakers can glean valuable insights into the prevailing teaching practices and beliefs about students' success among the respondents. This knowledge can serve as a foundation for identifying areas of strength and areas that may require further attention or improvement in the educational setting. By aligning teaching practices with the beliefs and needs of the educators and students, schools can enhance the learning experience and ultimately contribute to students' overall academic achievements and success.

Hypothesis 1

3. **H0**: There is no statistically significant correlation between the academic performance of students at the Secondary Schools in District West Karachi and the frequency of communication between teachers and students.

Table3: *Communication*

Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.841	.358		5.152	.000
	Regular Communic ation	.355	.108	.214	3.305	.001

a. Dependent Variable: Students result

According to data in the above table, a regression model has been created to investigate the association between academic results of students and frequency of frequent communication. The model's coefficients are shown in the table, with special emphasis on the coefficient related to frequent communication.

The coefficient of regular communication's t-statistic value is 3.305, and its related p-value is 0.001. At a significance level of 0.05, this p-value denotes statistical significance. As a result, the data shows a strong correlation between students' academic performance and regular communication.

This conclusion is further supported by the regression analysis. The model shows a linear link between the independent variable, which stands for frequent communication, and the dependent variable, which represents students' academic results. Regular communication is calculated to have a coefficient of 0.355, which suggests a positive association between systematic communication and academic success of the students.

The statistical implication of this positive link is further supported by the low p-value of 0.001. Practically speaking, this means that we can conclude that there is, in fact, a significant and statistically significant influence of regular contact on students' academic achievement and safely reject the **null** hypothesis.

This noteworthy finding could have valuable implications for educational practitioners. By acknowledging the importance of regular communication between teachers and students, educators can enhance their teaching practices and foster a more supportive and engaging learning

environment. By promoting open channels of communication, teachers can better understand students' needs, offer timely feedback, and provide necessary support, all of which contribute to improved academic outcomes. Ultimately, this evidence-based approach to fostering a positive teacher-student relationship can pave the way for increased student success and achievement.

Hypothesis 2

H0: There is no statistically significant correlation between the academic performance of students at the Secondary Schools in District West Karachi and the learning environment.

Table4: *Learning Environment*

Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.826	.358		5.095	.000
	Establishing learning environment	.361	.106	.223	3.382	.001

a. Dependent Variable: Students result

Results shown in above table demonstrate the beta, also identified as the standardized constant, which is a useful tool for assessing the comparative potency of self-governing variables in predicting the dependent. The standardized coefficient for "Establishing learning environment" in the context of this study is calculated to be 0.223, indicating a moderate effect size. This shows that the independent variable—in this example, student academic performance—has a significant impact on the "Establishing learning environment" variable.

The table also includes the coefficient's t-value and significance level (p-value). The coefficient's deviation from zero is quantified by the t-value, which counts the number of standard errors. The computed value of t for "Establishing learning environment" 3.382, and it is statistically significant value at 0.01 level (p = 0.001). Statistical significance suggests that strong correlation between

"Establishing learning environment" & "Students result," which boosts validity of the study's conclusions.

In summary, the regression table presents compelling evidence that "Establishing learning environment" exerts a significant impact on students' academic performance. By rejecting the null hypothesis, the study concludes that there is indeed a statistically meaningful association between the establishment of a conducive learning environment and students' academic achievements.

These findings have implications for educational practitioners, as they highlight the importance of creating and nurturing a positive and supportive learning environment within schools. Educators can focus on implementing strategies and practices that foster a conducive atmosphere for learning, encourage student engagement, and provide ample opportunities for academic growth. By prioritizing the establishment of a favorable learning environment, schools can enhance students' academic outcomes and contribute to their overall success and development. Additionally, further research and investigation can delve deeper into the specific elements and factors within the learning environment that most significantly impact students' academic performance, enabling educators to tailor their approaches and interventions for even greater positive effects.

DISCUSSION

The current study examined how the student-teacher relationship and academic performance in District West Karachi were affected by secondary school students and teachers' regular communication. The results, as shown in Table 1, show that the respondents thought such communication was of a high calibre. Even though teachers might not be able to fully comprehend all of the unique obstacles that their students face, having a general understanding of these issues and their behaviour patterns can greatly improve successful two-way communication. The learning results of kids were also found to benefit from improved teacher communication abilities.

The findings also showed that teachers' pleasant nonverbal behaviours, such as smiling and encouraging student participation, have a significant impact on the learning and engagement of their students. Despite Hilah's (2018) assertions to the contrary, the independent research included for this study supports the notion that smiling has a good influence on student learning. These findings are consistent with earlier studies by Ullah & Almani (2022), Wilt and Wheeless (2001), and Das, Ullah, and Ghunio (2022), which all demonstrated the benefits of keeping a positive attitude towards students for improving learning outcomes.

 Ahmad et al.'s (2018) study backings this conclusion, showing that the assimilation of humor can sort students feel extra at ease with their educator, thereby improving communication and collaboration. Though, the study recommends controlling the frequency of such rudiments to evade disrupting pupils' focus. The study's complete conclusions concur with those of Alamgir et al. (2017), underlining the critical importance of educator communication abilities in pupils' academic growth. Secondary students' erudition and performance in District West Karachi schools can benefit from creating a comfortable learning atmosphere in the classroom. The learning environment as it relates to the experiences of students while asking questions is shown in Table 2. Students must have the confidence that their questions will be patiently and respectfully answered without being subjected to mockery, jeers, or criticism. These results are consistent with those of Remy (2020) and Al-Raqqad et al. (2017), who found that bullying in the form of mockery and jest adversely affects students' behaviour and speculative achievement. Additionally, the high mean score obtained from students in this study shows that teachers who refrain from smiling at or scornful students and who tolerate derision from peers have a significant positive influence on students' performance.

Overall, the study's findings support Kim's argument (Kim, 2021) that building strong student-

teacher relationships requires creating an open learning atmosphere where many points of view are equally respected and there is no fear of scorn from classmates or teachers.

The study's findings suggest that the student-teacher relationship can be assessed based on elements including consistent communication, teachers' establishment of a helpful learning environment, their show of real equity, and students' mutual respect. It was discovered that these factors significantly influenced how well pupils performed academically in secondary schools in District West Karachi.

In conclusion, the findings of this study offer important new understandings of the significance of the teacher-student bond on educational achievement in schools. Results of the research study highlight necessity for teacher educators to give priority to building strong relations with their pupils because this big influence on academic success. Educators can inspire pupils to participate in the education procedure and develop a passion of knowledge that will support them in their upcoming academic endeavors by fostering a supportive and respectful classroom atmosphere. The study's findings show that the student-teacher dynamic significantly affects secondary school pupils' academic performance in District West Karachi.

RECOMMENDATIONS

Educational authorities have a crucial responsibility in ensuring that teachers receive adequate training in classroom engagement skills. By equipping teachers with effective communication techniques, they can foster a sense of belonging among students and improve their readiness to learn. As a result, healthy relationships can be cultivated, leading to enhanced academic performance.

 Schools should actively work towards providing a conducive and supportive environment that nurtures positive relationships between students & teachers. It is important for school management

to prioritize safety, cleanliness, and organization within the school premises. Such an environment fosters a sense of belonging among students, which can positively impact their academic excellence.

In fostering good ties between their children and teachers, parents are equally important. The key to understanding their child's academic progress is regular communication with teachers. By collaborating with teachers, parents can provide additional support to their child's educational journey, further boosting their academic success.

Encouraging students to participate in extracurricular activities is equally important. Activities like sports, drama, music, and social clubs offer opportunities for students to develop essential social skills. Engaging in such activities enables students to build positive relationships with their peers and teachers, ultimately enhancing their academic performance. In conflict resolution, schools should adopt a restorative approach rather than resorting to punitive measures. By focusing on restoration and reconciliation, positive relationships can be fostered, and a sense of community can be nurtured within the school. In order to create a pleasant and supportive learning environment, it is also essential to offer advice and counselling services to assist students in handling conflicts and building healthy relationships.

In summary, by emphasizing teacher training, providing a supportive school environment, involving parents in the educational process, encouraging extracurricular activities, and adopting a restorative approach to conflict resolution, educational institutions can promote positive relationships among students, teachers, and parents. These efforts will undoubtedly contribute to academic excellence and overall student success.

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