INFLUENCE OF TEACHER-STUDENT INTERACTION IN THE CLASSROOM BEHAVIOR ON ACADEMIC AND STUDENT MOTIVATION IN TEACHERS' TRAINING INSTITUTE IN MALAYSIA

Kamaruddin Ilias
Ipoh Teacher Training
Institute
MALAYSIA
kama.ilias@yahoo.com

Mubin Md Nor
Ipoh Teacher Training
Institute
MALAYSIA
mubin_nor@yahoo.com

ABSTRACT

The purpose of the study was to determine whether there is a significant relationship between the dimensions of student teacher interaction on behavior and academic dimensions of student motivation. This study design in the form of quantitative correlation with the student sample consists of 92 students. (Krejcie & Morgan, 1970) at the Institute of Teacher Education, Campus Ipoh. Student teacher interaction instruments are from The Questionnaire on Teacher-Student Interaction (QTI) by Lourdusamy and Swe Khine (2001). The instrument consists of four dimensions of the control dimension (dominance), the dimensions submissive (Submission), the dimensions of the opposition (opposition) and the dimensions of cooperation (cooperation). Academic behavior of instruments Motivation for Learning Instruments by Iliin (2000). Further motivation instruments of self-efficacy dimensions of the instrument motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al., (1993) and the dimensions of goal orientation instrument of Goal Inventory (Plants, 2000). The study showed a positive significant relationship between the dimensions and dimensional control submissive students' academic conduct. The study also showed a positive significant relationship between the dimensions and dimensional control of resistance to self-efficacy. Finally there is a positive significant relationship between the dimensions of the resistance to learning goals.

Keywords: Teacher Interaction, Student Conduct and Academic Student Motivation

INTRODUCTION

Schools and teachers have an influence on the behavior of students (Jill & Joy, 2009) at school. Also the reasons for any behavior problems are caused by students, teachers and schools (Jill & Joy, 2009). This can be proved by a study that shows there is a positive relationship between support teachers by improving emotional and behavioral adjustment (Bru, Murberg, Stephens, 2001; Natvig et al., (1999). Therefore, good planning intervention in schools can help students of social problems (Mortimore & Whitty, 1977 in Jill & Joy, 2009). This is in line with the recommendation that students need to interact with each other in the learning process and foster mutual help and interact in carrying out various activities (Don John, 2007). This does not directly affect the behavior and motivation of students in the classroom.

The fact is that teachers and fellow students to play a role in influencing student motivation. The importance of building teacher-student relationship is more interested students to learn, student to teacher cooperation, enhance student achievement and more motivated students (Jill & Joy, 2009). In addition, Myint (2005) teachers need to reduce negative emotions among the students such as anger, sadness, dissatisfaction, boredom, fear, and always encouraging, positive emotions such as confidence, enjoyed, appreciated and safe. This approach lead to increased student motivation.

Teachers also serve to address student behavioral problems through the diversification of teaching strategies, planning and strengthening the delivery of variations (Supiah et al., 2009).

STATEMENT OF PROBLEM

In fact, the school management pay scant 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, gangsterism and others. The matter can be seen with the occurrence of disputes and quarrels problems (Ismail & Maimonides, 1994), bullying (Frisen et al, 2007; Azizi & Abdul Latif, 2005) and gangsterism (EPRD, 1999). Thus the student teacher interaction should be taken seriously by the school management in the behavioral impact on academic and student motivation. This is because good academic behavior will result in better academic performance. It is consistent with studies that if a negative relationship with teachers of students occurred, leading to student dropout rates (Lan & Lanthier, 2003).

OBJECTIVES OF STUDY

The objectives of this study are:

1. Determine whether there is relationship between the dimensions of the student teachers' interactions with academic behavior.

2. Determine whether there is relationship between the dimensions of the student teachers' interactions with the dimensions of student motivation.

STUDY HYPOTHESIS

The hypothesis of the study are:

HO1 There is no significant relationship between the dimensions of students 'mastery of teacher interaction with students' academic behavior,
.
HO 2 No significant relationship between the dimensions of the submissive student teacher interaction with students' academic behavior.

HO3 There is no significant relationship between the dimensions of the student teachers 'interactions with the resistance of students' academic behavior.

HO4 There is no significant relationship between the dimensions of the student teachers 'interactions with the cooperation of students' academic behavior.

HO5 No significant relationship between the dimensions of the student teachers' interactions with the dimensions of mastery motivation of self-efficacy

HO6 No significant relationship between the dimensions of the student teachers' interactions with the dimensions of submissive motivation of self-efficacy.

HO7 No significant relationship between the dimensions of teacher interaction with students of resisting self-efficacy dimensions of motivation.

HO8 No significant relationship between the dimensions of the student teachers' interactions with the cooperation of self-efficacy dimensions of motivation.

HO9 No significant relationship between the dimensions of the student teachers' interactions with the dimensions of mastery motivation of learning goals.

HO10 There is no significant relationship between the dimensions of the submissive student teacher interaction with motivational dimensions of learning goals.

HO11 There is no significant relationship between the dimensions of the student teachers' interactions with the dimensions of resistance that is the goal of learning motivation.

HO12 There is no significant relationship between the dimensions of the student teachers' interactions with the cooperation of the motivational dimensions of learning goals.

HO13 There is no significant relationship between the dimensions of teacher student interactions which control the motivational dimension of performance goals.

HO14 There is no significant relationship between the dimensions of the submissive student teacher interaction with motivational dimensions of performance goals.

HO15 There is no significant relationship between the dimensions of the student teachers' interactions with the dimensions of the motivation of the resistance performance goals.

HO16 There is no significant relationship between the dimensions of the student teachers' interactions with the dimensions of cooperation motivating the performance goals.
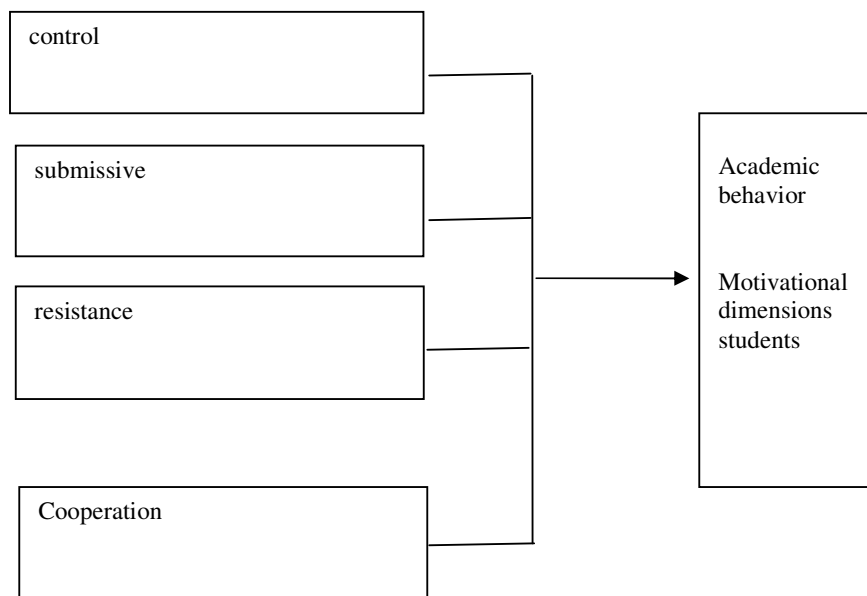

Figure 1.0 Framework Concept of study

Based on figure 1.0 on the independent variable independent student teacher interaction consists of four dimensions of the control dimension, submissive, resistance and collaboration. The dependent variable is the behavior of the dimensions of academic and student motivation. This study aims to determine the relationship between student teachers' interactions with the conduct of academic and student motivation. Student teacher interaction consists of four dimensions of control (dominance), submissive (Submission), opposition (opposition) and cooperation (cooperation). Opposition consists of sub-scale dimensions and firm leadership, dimensions sub submissive contain uncertainties and scale-free, contains sub-scale dimensions of cooperation and understanding help, dimensions sub-scale of the opposition consists of admonishing (warning) and lack a sense of resistance (Lourdusamy & Swe Khine, 2001). Motivation consists of self-efficacy dimensions by Pintrich et al (1993) and goal orientation dimension by (Plants, 2000). Finally, students' academic behavior by Iliin (2000).

Model of Study

Teacher behaviors are grouped into two dimensions of proximity that measure dimensions of cooperation against the opposition and the second dimension of the influence of the dimensions of dominance contrary to the submission. Thus there are four dimensions of control (dominance), submissive (Submission), opposition (opposition) and cooperation (cooperation). Contains 8 scale of the leadership, assistance, understanding, student responsibility, uncertainties, non puashatian, admonishing and strict. Opposition consists of sub-scale dimensions and firm leadership, dimensions sub submissive contain uncertainties and scale-free, contains sub-scale dimensions of cooperation and understanding help, dimensions sub-scale of the opposition consists of admonishing (warning) and lack a sense of resistance (Lourdusamy & Swe Khine, 2001). While measuring instrument SIC by Ogunniyi (1981) is an adaptation of the Flanders Interaction Analysis Categories (FIAC) by Flanders (1970) that measures the behavior of teachers and students in the class. SIC consists of 15 categories, 9 categories of behavior and behavior 6. Nine categories of teacher behavior, feeling acceptance, giving praise (content-specific and social), the strengthening of the response, questioning (closed and open), teaching, continued, criticism (specific content and social) manipulation of the system (equipment) and supervision. Seven categories of behavior that is a response to questions, questioning, conversation, eksprimen, read, write and or draw, not productivity activities and interaction among students.

The theory underlying motivation is Victor Vroom's theory that assumes expectations every action is driven by psychological elements related to the motives. Well, there are many goals for a particular behavior is shown. Vroom motivation to produce such a formula to calculate the

$$\text{Motivation} = \text{Expectation x Valens}$$

Is the reaction of affective valence of a goal of either positive or negative. Expectation is that confidence or assumptions made about any action that could result in a goal. This model helps to identify the variables that menpengaruhi motivation (Zaidatul Akmaliah, 1990).

The attitude of the three main components includes affective, cognition and behavior (Rajecki, 1989). Affective component includes both positive and negative emotional individual against a feeling of how a person against whom. Cognition component refers to beliefs and ideas held by a person against an object. Behavior component consists of a tendency or seeks to act in certain behaviors associated with attitudes. All three of these attitudes are connected and then function in the formation and strengthening of individual attitudes. Conduct or behavior is part of the attitude of the individual elements. According to Azizi (2005) the appearance and behavior is the result of changes in translation or expression of emotions, feelings and thoughts. The behavior of a physical element that can be seen with the naked eye, or psychomotor behavior refers to the tendency to behave or act as a result penganutan behavior. It is the tendency to respond to the attitude object in a certain way (Marof, 2001). Positive behavior is inconsistent with delinquent behavior and devian. Delinquent behavior is

defined as abnormal and immoral. Devian hand, is conduct that violates the institutionalized expectations of shared expectations and are recognized as valid in a social system (Azizi, 2005).

PAST RESEARCH

According to EE (2000) interaction in the classroom involves teachers, the teacher-student, student-teachers and students. The types of interactions involving teacher-centered approach, explain-discussion approach, active learning, group methods and means of engagement. The theory further suggests that when teachers Piantas have strong and positive relationships with students, teachers are more motivated to spend time and energy to improve student success. But when teachers have a conflict and a negative relationship with students, they often handle only student behavior and prevent efforts to promote a positive school environment for them (Pianta et al., 1995; Hamre & Pianta, 2001). In addition to the five variables by Interaction Model (Kamaruddin & Siti Hajar, 2004) consists of five variables that teachers, students, content, education and environmental objectives. It is interconnected with each other.

Hamre & Pianta, (2001) adds that when students feel they have a strong and positive relationships with teachers, they are more likely to believe and love the teachers and more motivated. In contrast, when students feel that they have a conflict and a negative relationship with teachers, they do not meyukai or believed to teachers, not the motivation to succeed and may challenge the teachers (Pianta et al., 1995; Hamre & Pianta, 2001). Finally, a negative relationship with the teacher students will lead to student dropout rates (Lan & Lanthier, 2003). Nugents subsequent study (2009) which showed a positive correlation between teacher-student interaction with the motivation. Finally Udeani (1992) who studied the outcome of student learning related to teacher and student behavior and patterns of interaction in the classroom behavior of teachers showed significantly contributing behavior and cognitive achievement of students.

METHOD OF STUDY

The study is in the form of quantitative studies measuring the relationship between the independent variables of teacher-student interaction with the dependent variable dimensions of academic motivation and student behavior.

Study Design

This study correlated with the design seeks to determine the relationship between student teachers' interactions with academic and behavioral dimensions of student motivation. According Zukarnain & Josh (2001) correlation analysis seeks to determine whether there is or not the relationship between variables, describing the strength of relationships and the relationships between variables.

Sample Survey

Involving a total of 92 sample groups of students K, the students in her second semester degree program Teaching Pre participating subjects Malaysian economy. Simple random sampling.

Survey Instruments

The Questionnaire on Teacher-Student Interaction (QTI) by Lourdusamy and Swe Khine (2001) was constructed questionnaire related behavior in the classroom teacher is interacting with students and the various perceptions or responses to their interkasi. Teacher behaviors are grouped into two dimensions of proximity that measure dimensions of cooperation against the opposition and the second dimension of the influence of the dimensions of dominance contrary to the submission. Thus there are four dimensions of control (dominance), submissive (Submission), opposition (opposition)

and cooperation (cooperation). Contains 8 scale of the leadership, assistance, understanding, student responsibility, uncertainties, non puashatian, admonishing and strict. Opposition consists of sub-scale dimensions and firm leadership, dimensions sub submissive contain uncertainties and scale-free, contains sub-scale dimensions of cooperation and understanding help, dimensions sub-scale of the opposition consists of admonishing (warning) and lack a sense of resistance. The measuring instrument using Likert scale from 1 to 5 of frequent (5), is often (4), neutral (3), almost never (2) and never (1). The Questionnaire on Teacher-Student Interaction (QTI) by Lourdusamy and Swe Khine (2001) with alpha 0.81.

Motivational research tool which is self-efficacy dimensions of the instrument motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al (1993) and the dimensions of goal orientation instrument Instrument of Goal Inventory (Plants, 2000) which consists of 25 items of self-efficacy of 8 item, item 9 of learning goals and performance targets of 8 items. The measuring instrument using Likert scale from 1 to 7, which is often incorrect (7), neutral (4) and often not correct (1). Motivational research tool which is self-efficacy dimensions of the instrument motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al (1993) dimensions of goal orientation instrument Instrument of Goal Inventory (Plants, 2000) with alpha 0.87
.
Next gages students' academic behavior of Motivation for Learning Iliina Instuments by Iliin (2000) which consists of 15 items. The measuring instrument using Likert scale from 1 to 6 is strongly agree (6), agree (5), moderate agree (4), medium do not agree (3), disagree (2) and highly do not agree (1). Next gages students' academic behavior of Motivation for Learning Iliina Instuments by Iliin (2000) with alpha 0.70.

Research Tools Validity and Reliability

Cronbach Alpha reliability coefficients in previous studies of the motivational variables of self-efficacy dimensions motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1993) and goal orientation dimensions of Goal Inventory Instrument (Plants 2000) is self-efficacy is 0.89, the goal learning is 0.85 and the 0.74 performance goals. Next, Cronbach Alpha reliability coefficients in previous studies of variable gages academic behavior of Motivation for Learning Iliina Instuments by Iliin (2000) was 0.86.

FINDINGS

Table 1: The relationship of the dimensions of student teacher interaction with students' academic behavior

	Academic behavior	
	r	p
control	0.733**	0.000
	0.480**	0.000
	0.185	0.100
	0.255	0.023

Based on Table 1, the correlation relationship between the dimensions of student teacher interaction with students 'academic behavior is to control the dimensions of the relationship between students' academic behavior shows the value of p = 0.000 which is smaller than the value α = 0.05. This means there is a positive significant relationship between dimensions of control with students' academic behavior. Submesif dimensional relationship between students' academic behavior shows the value of

p = 0.000 which is smaller than the value α = 0.05. This means there is a positive significant relationship between dimensions submesif students' academic conduct. The relationship between dimensions of opposition to the students' academic behavior shows the value of p = 0100 is greater than the value α = 0.05. This means there is no significant relationship between the dimensions of the resistance of students' academic conduct. Finally, the relationship between the dimensions of collaboration with students' academic behavior shows the value of p = 0023 is smaller than the value α = 0.05. This means there is a positive significant relationship between the dimensions of collaboration with students' academic behavior

Table 2: The relationship of the dimensions of the student teachers' interactions with the motivational dimension of self-efficacy

	Self efficacy	
	r	p
control	0.359**	0.001
submissive	0.024	0.839
resistance	0.396**	0.000
	0.023	0.839

Based on Table 2, the correlation relationship between the dimensions of the student teachers' interactions with the motivational dimension of self-efficacy is the relationship between dimensions of self-efficacy showed mastery of the value of p = 0.001 which is smaller than the value α = 0.05. This means there is a positive significant relationship between dimensions of self-control with efficacy. Submesif dimensional relationship between students' academic behavior shows the value of p = 0839 is greater than the value α = 0.05. This means there is no significant relationship between dimensions of self-efficacy submesif with. The relationship between dimensions of self-efficacy showed resistance with p value = 0.000 which is smaller than the value α = 0.05. This means there is a positive significant relationship between the dimensions of resistance to self-efficacy. Finally, the relationship between the dimensions of collaboration with self-efficacy showed the value of p = 0839 is greater than the value α = 0.05. This means there is no significant relationship between the dimensions of collaboration with self-efficacy.

Table 3: The relationship of the dimensions of the student teachers' interactions with the motivational dimensions of learning goals.

	Learning Objectives	
	r	p
control	0.172	0.128
submissive	-0.055	0.625
resistanc	0.276*	0.013
Cooperation	-0.120	0.288

Based on Table 3, the correlation relationship between the dimensions of the student teachers' interactions with the motivational dimensions of learning objectives is to control the dimensions of the relationship between learning goals show the value of p = 0128 is greater than the value α = 0.05. This means there is no significant relationship between the dimensional control of the learning goals. The relationship between the dimensions of the learning goals submesif shows the value of p = 0625 is greater than the value α = 0.05. This means there is no significant relationship between dimensions submesif with learning goals. The relationship between dimensions of opposition to the learning goals

showed the value of p = 0013 is smaller than the value α = 0.05. This means there is a positive significant relationship between the dimensions of the resistance to learning goals. Finally, the relationship between the dimensions of cooperation with the learning goals show the value of p = 0288 is greater than the value α = 0.05. This means there is no significant relationship between the dimensions of cooperation with the learning goals.

Table 4: The relationship of the dimensions of the student teachers' interactions with the motivational dimension of performance goals

	performance goals	
	r	p
control	0.395**	0.000
submissive	0.146	0.196
resistance	0.315*	0.004
Cooperation	0.125	0.269

Based on Table 4, the correlation relationship between the dimensions of teachers' interactions with the dimensions of student motivation is to control the dimensions of the relationship between performance goals demonstrate the value of p = 0.000 which is smaller than the value α = 0.05. This means there is a positive significant relationship between dimensions of control with performance goals. The relationship between the dimensions of the performance goals submesif shows the value of p = 0196 is greater than the value α = 0.05. This means there is no significant relationship between dimensions submesif with performance goals. The relationship between the dimensions of the resistance with performance goals demonstrate the value of p = 0004 is smaller than the value α = 0.05. This means there is a positive significant relationship between the dimensions of the resistance with performance goals. Finally, the relationship between the dimensions of collaboration with performance goals demonstrate the value of p = 0269 is greater than the value α = 0.05. This means there is no significant relationship between the dimensions of collaboration with performance goals.

CONCLUSION

This study is significant benefit to the country's education system for this study in accordance with the National Education Philosophy ensure that Malaysians are able to achieve well-being (Yusof & Khayati, 2003). It is also in line with Vision 2020, aims towards the formation of a moral society and a caring society (Yusof & Khayati, 2003). The study is also in line with the Education Development Master Plan 2006-2010 (Planning and Policy Research, 2006) and the concept of 1 Malaysia.

REFERENCES

Azizi Yahaya (2005). Cognitive applications in education. NSW: PTS   Professional Publishing Co., Ltd.

Azizi Yahaya & Abdul Latif Ahmad (2005). The perception of teachers and   students on bullying among secondary school students Batu Pahat area. Journal of Technology, 43 (E), 63-86.

Planning and Policy Research (1999). Gangsterism in secondary school studies daily.

Bru, E., Murberg,T.A., & Stephens, P. (2001). Social support, negative life events and pupil misbehaviour among youth Norweigian adolescents. *Journal of Adolescence*, *24,* 715-727.

Chua Yan Piaw (2006). *Kaedah Penyelidikan*. Kuala Lumpur: Mc Graw Hill.

Cooper, D.R. & Schindler, P.S. (2008). *Business Research Methods* (10th ed). New York: Mc Graw Hill Irwin.

Flanders, N. A. (1970). *Analyzing teaching behaviour.* Massachusetts: Addison Wesley Publishing.

Frisen, A., Jonsson. A., & Persson, C.(2007) Adolescents perception of bullying: who is the victim? Who is the bully? What can be done to stop bullying?. *Adolescence* ,42(168), 749-761.

Gay, L. R. (1992). *Educational Research : Competencies For Analysis And Application* (4th ed.). New York: Macmillan Publishing Company.

Haliza Hamzah & Joy Nesamalar Samuel (2009). *Pengurusan bilik darjah dan tingkah laku*. Shah Alam: Oxford Fajar Bakti.

Hamre, B.K. & Pianta, R.C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development, 72,* 625-638.

Howell, D.C. (1999). *Fundamental Statistics For The Behavioral Sciences* (4th ed.). California: Brooks Cole Publishing Co.

Iliin, P. (2000). *Motivatsia y motivy* [Motivation and motives] dalam Irina Khramtsova, David A. Saarnio, Katharine Williams, Irina Khramtsova (2007) Happiness, Life Satisfaction, and Depression in College Students: Relations with Student Behaviors and Attitudes. *American Journal of Psychological Research* , 3 (1), 8-16.

Ismail Othman & Maimonides Hussien (1994). Dormitory village primary school Sabah: A survey. Proceedings of the National Seminar on Education Management 4. Aminuddin Baki Institute.

Kamaruddin Husin & Siti Hajar Abdul Aziz (2004). Basic pedagogical education. Kuala Lumpur: Kayazano Enterprise.

Krejcie, R.V.& Morgan, D.W. (1970). Determining sample size for research. *Educational and Pychological Measurements*, 30: 607-610.

Lan, W., & Lanthier, R. (2003). Changes in students' academic performance and perceptions of school and self before dropping out of schools. *Journal of Education for Students Placed At Risk, 8*, 309-332.

Leedy, P.D., & Ormrod, J.E. (2001). *Practical Research Planning And Design* (7th ed.). New York: Prentice- Hall, Inc.

Lourdusamy, A., & Swe Khine, M. (2001). Self evaluation of interpersonal behavior and classroom interaction by teacher trainees. International Educational research Conference, University of Notre Dame, Fremantle Western Australia. Association for Research in Educationhttp://www.aare.edu.au/01pap/atp01465.htm

Marof Reszuan (2001). *Psikologi sosial*. Serdang: Penerbit Universiti Putra Malaysia.

Myint,R.J. (2005). *Classroom management: Facilitating teaching and learning*. Singapore: Prentice Hall

Natvig, G. K., Albreksten, G., Anderssen, N., & Qvarnstrom,U. (1999). School-related tress and psychosomatic symptoms among school adolescents. *Journal of School Health*, 69, 362-368.

Noraini Idris (2010). *Penyelidikan Dalam Pendidikan.* Kuala Lumpur: McGraw- Hill (Malaysia) Sdn Bhd.

Nugent, T.T. (2009). *The impact of teacher-students interaction on students motivation and achievement*. Doctor of Education Dessertation, University of Central Florida Orlando, Florida

Ogunniyi, M. B.(1981). Classroom interaction relative to teacher student questioning. *Journal of Science Teachers Association of Nigeria, 19* (2), 116 -122.

Pianta, R.C., Steinberg, M.S., & Rollins, K.B.(1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development and Psychopathology, 7,* 295-312.

Pintrich, P.R., Smith, D.A., Garcia.T.,& Mc Keachie,W.J.(1991). Reliability and predictive vadility of the Motivated Strategies for Learning Quiestionnaire (MSLQ). *Educational & Psychological Measurement,* 53 (3), 801-813.

Plant, R.T.(2000). *The relationship of motivation and metacognition to academic performance in Graduate Medical Education.* Doctoral Dessertation, The University of Memphis 2000. Dissertation Abstract International, 61 No 03A:884.

Rajecki D.W. (1989) *Attitudes (Second Edition).* Sunderland: MA Sinauer.

Suppiah Nachiappan, Kamarulzaman Kamaruddin, Abd Aziz Abd Shukor, Ramlan Jantan, Roslinda Mustapha & Hazalizah Hamzah (2009). *Pembelajaran dan perkembangan pelajar.* Shah Alam: Oxford Fajar Sdn Bhd.

Udeani, U. N. (1992). *Learning outcomes in integrated science as related to teacher and student characteristics andclassroom interaction pattern.* Unpublished Phd Thesis, University of Nigeria, Nsukka.

Marzuki Wan Jaafar Wan (2007). The influence of the Supervisory Development and efficacy swadiri counseling counselor trainee's performance. PhD Thesis unpublished, University Putra Malaysia.

Don John (2007). Leadership Education in Malaysia (3rd ed.). Kuala Lumpur: Professional Publishing Ltd PTS.

Yusof Ismail & Khayati Ibrahim (2003). Malaysian government policy, a comprehensive survey. New York: A. S. Noordeen.

Zaidatol Akmaliah Pihie Lope (1990). Educational Administration. Quezon City: Cavendish Publishing.