

The Impact of Teacher-Student Interaction on Student Motivation and Achievement

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1. INTRODUCTION

A teacher (also called an educationalist) is an individual who supports students to attain knowledge, competences or values (Brophy, 2017).

A student is a person or learner who is registered in an educational institution. Student refers to individual who is under the direct supervision of an educator (Brophy, 2017).

Students approximately spend six hours with teachers each day on average, for a hundred and eighty days during a year. Therefore, it originates as not at all amazement that academics have an unlimited quantity of influence on their students. This influence will meaningfully influence the educational surroundings, which in turn, impact on learner's motivation and achievements (Boynton, 2015).

Getting an excellence education is a significant keystone in the life of every individual. This is imperious that learners have the tools that are essential to be prosperous contain motivation and interaction with teacher. As teacher spend a large amount of time with their learners during a year. Previous study shows the association between educators and learners is an important interpreter of motivation and academic accomplishment. Students who see their teachers in a positive way have better accomplishment outcomes (Gehlbach, 2016).

According to Whitaker (2014), the main variable in the learning environment is not the student, but the teacher. Good teachers have high hopes for their students and even higher opportunities for themselves. These teachers identify the importance of involving with their students, that if they were not involved with students emotionally then impact on student minds may be impossible. Creating learning environments that encourage positive cultures with healthy collaborations can motivate learner to use their energies and desires to achieve goals.

The classroom environment performs an important role in maintaining student curiosity and interest. When the students observe a sense of control and security in the learning environment, they are more involved because they look to the learning with eagerness and strength. Students become energetic participants in their own learning (Maulana, 2017). That's why, the first priority to helping a student become more motivated and involved, and thus educationally successful, is constructing and retaining positive teacher and student interaction.

A researcher name Eschenmann (2016) and many other scholars proposed that if teachers take the time to construct interactions they can motivate their students to learn. Other research (Whitaker, 2015) also proposes that educators need to have a resilient belief that building interactions are significant

to the motivation process (Eschenmann, 2016). Teachers have to certify that they are meeting student needs, both educationally and emotionally.

Motivated students receive and learn an education results in their thought and actions. This inspiration plays a significant role in their efforts to learn, achieve, and perform (Wolters, 2014). Motivation can be encouraged by external or internal stimuli. The earlier is called Extrinsic Motivation, is the motivation encouraged by external rewards or a tangible result while the second is Intrinsic Motivation, and is the motivation that comes from inside, where the pleasure or achievement in the task is the real reward, without the promise of a tangible reward (Walker, 2016).

Teacher positive hopes were related with high academic achievements and the teacher negative hopes related with decrease in academic achievements. Learner's perception of the instructor's behavior influences the interaction. Learners who think that their teacher is not cooperative towards them have low concentration in knowledge and are less participating in the learning environment (Tyler, & Boelter, 2018).

There are many reasons most students may drop concentration in class, and student teacher interaction is an important factor. As students spend twenty-five percent of their daily hours in a class, it is important that learners are involved or they will not be prepared to learn. This results in a problem for both the educator and the learner. During in an average school day, instructor hears a learner complains about an assignment, a class, or even an educator. If student relationships with their teachers are positive, they will be more involved and thus more interested about their classes (Seidl, 2013).

Lack of student participation in school is a serious issue for teacher and managerial personnel because uninvolved learners are more likely to struggle educationally, and drop out

from educational institutions, and to have behaviors problem (Blumenfeld, & Paris, 2015). Previous researcher and educators (e.g., Lee & Smith, 2015) have suggested the significant influence of universities on student motivation and academic achievement.

2. LITERATURE REVIEW

In a center of educational landscape, the impacts of educator on the educational achievements of learner have received specific consideration. Christiansen (2016), states that teachers have an important role in shaping the academic educational achievements of students. A way for student to be successful in performance, a positive student-teacher interaction has been expressed to be an important element. Nugent (2009) states research results of previous scholars, which found that if educators take the first step of time to shape interactions, they maybe could encourage learners to acquire knowledge. The author also told that more studies propose that instructors need to hold a strong confidence that building interactions have important role in the development of motivation towards academic achievements.

The interactions among teachers and students affect learning environments. Really, many studies have stressed instructor interaction with students as a noticeable factor to begin significant base and inspiration for the teaching and learning process and inspire students' motivation to take an active part in the learning environment to show instructor helpful and constructing a positive classroom environment to support student learning. (Haron & Said, 2014). If instructors make learning environment as a good place for learners to be, then they will be there and usually be both on job and well performed (Churchill et al., 2017).

Kathy Paterson (2015) has stated that “Relationship is that ideal bond that permits educator and learner to work well. The influential teacher constructs this interaction initial in the year and works to uphold it. When good Relationship has been constructed, learners and educators enjoy with each other and the class, and learners feel more inspired to do well.” Pianta (2014), Positive interaction foster student’s self -correction and social skills improvement and low the levels of behavior problems.

It is the duty of the educator to create learners’ motivation and encourage them to construct positive attitudes towards Knowledge. Teachers can accomplish this goal of creating learners’ inspiration through applying various strategies. (Noels, Clement, & Pelletier, 2016).

Many studies of teacher’s inspiration were conducted to recognize how educators impact students’ motivation. Dornyei and Csizer (2013) have investigated the use of teaching strategies to inspire students among Hungarian teachers of English. The investigators appointed fifty one psychological feature ways and studied the importance attributed to every strategy by the lecturers and the way typically teachers use each strategy in their categories. This study ends up in commandment for lecturers to inspire language learners: teachers ought to set a private behavior example, confirm that the category atmosphere is relaxed and pleasant, gift task properly to the students, have smart teacher-student relationships, work on increasing learners’ confidence, make sure that the language category is attention-grabbing to the scholars, promote the maximum amount as attainable learners’ autonomy, change the training method, increase students’ goals, and confirm that students are conversant in the target language culture.

According to Gardner motivation theory (1985) learners are impelled to be told and bring home the bacon once

they understand their lecturers care regarding them. lecturers who care were delineate as demonstrating self-governing interaction designs, increasing hopes for learner behavior in light-weight of individual variations, modeling a "caring" perspective toward their own effort, and providing productive feedback. Motivation has been loosely recognized by students, investigators, and lecturers mutually of the main variables that confirm the extent and success of the scholars.

Brown and Medway (2017) argue that lecturers take hopes concerning student performance supported financial gain, race, and alternative features and add that these hopes play a job in influencing level of learner action. Cooper and Tom (2014) additionally stress that though features that influence learner performance are numerous and sophisticated, educator expectations do play a job in how well and the way a lot of learners learn. In alternative words, high teacher expectations are known in concert of the salient and principal characteristics that differentiate simpler from less effective faculties.

Another vital facet moving learners' educational results within the learning atmosphere is once lecturers are ready to build positive student relationships and have interaction their learners; education becomes a pleasurable experience—going down in a very balanced learning environment (Krause, Bochner & Duchesne, 2016). Once students are given an opportunity to contribute in their knowledge in friendly atmospheres, they're possible to be a lot of impelled and to feel positive towards their assignment, additionally operating a lot of cooperation in groups (UNESCO, 2015).

Self-System theory stresses the significance of learners' motivation and by doing therefore, clarifies the significance of teacher-student interactions (Harter, 2018). Learners come to the schoolroom with 3 basic spiritual desires - ability, autonomy and connexion - all of which may be met in a schoolroom

through learners' interactions with lecturers and with the training surroundings (Deci & Ryan, 2012). Schoolroom applies that nurture the emotions of ability, autonomy and connexion are possible to supply the engagement and motivation needed for tutorial education and achievement.

Teachers who create a private and helpful relationship and nurture positive public relations within their school rooms meet their learners' desires for connexion (or public linking to school). Taken beside, operational educator-learner interactions show learners that lecturers take care of them and support their educational efforts (Krause, Bochner & Duchesne, 2016).

Lewin's Level of Aspiration Theory (1935) discussed that if a person used their talents at the amount at that they're, then they may succeed. He outlined level of aspiration as "the objective or normal that a person set for them self in an exceedingly job, supported past expertise and fluency with the task" (Schunk, 2017).

According to self-determination theory of motivation (SDT), there are 3 innate emotional requirements: independence (possession, tasks, and self-actualization), belongingness (near relations, societal concern, and provision), and skill (sense clever to carry out chosen results and successfully report task). This idea has been wide useful to the study of motivation and well-being, and success of those basic wants for college students contributes to intrinsic motivation and educational motivation and action (Spilt, 2014). Academics will fulfill these wants by constructing and keeping interactions with their students. Learners have to expertise an emotional involvement from their academics—to grasp their teachers care and might offer structure and support.

3. PROBLEM STATEMENT

One of the most pressing issues is the improvement of overwhelming presence of seemingly unmotivated students

which can be proved with many of the behavioral problems, such as disputes, fights, bullying, gangsterism and others. Thus the student teacher interaction should be taken seriously by the management in the impact on student motivation and achievements. Teachers need to supply the ‘energy’ that can influence students to set higher goals for themselves. Teachers need to help students recognize the costs of the choices they make (Ruby Payne, 2014).

Purpose of the study

The purpose of this study is to examine the impact of teacher-student interactions on student motivation and achievement.

Significance

The significance of the study is that the research findings can provide insight toward the understandings of student-teacher interaction that effects students’ motivation and achievement. The results would contribute to the field of teacher education and teaching and contribute to the theoretical knowledge of student-teacher relationship. This study will encourage and stimulate the teacher to formulate the new teaching techniques and reconsider their views and strategies to build positive relationship with students to enhance motivation as well as achievement.

4. OBJECTIVES

1. To determine the impact of teacher students interactions on students’ motivation and achievement?

5. OPERATIONAL DEFINITIONS

Below are the definitions for all relevant variables and concepts used in this study:

- I. **Teacher:** A teacher (also called an educator) is a person who helps students to acquire knowledge, competences or values (Brophy, 2017).
- II. **Student:** A Student is described as a person or learner who is enrolled in an educational institution or school. Student refers to someone who is under the direct supervision of a teacher (Brophy, 2017).
- III. **Interaction:** The way in which two or more people are connected through their relationship; relationships can be defined as either positive or negative.
 - **Positive Relationships:** These relationships include teachers who think about their practice and search for ways to improve it.
 - **Negative Relationships:** These relationships include teachers who do not foster a welcoming environment.
- IV. **Motivation -** The force that creates the energy for a goal holds that energy or desire throughout the task and channels a particular behavior towards that goal (Wiseman & Hunt, 2013).
 - **Extrinsic Motivation -** The motivation inspired by external rewards or a tangible result (Walker, 2014).
 - **Intrinsic Motivation -** The motivation from within, where the enjoyment of the task is the actual reward, without the promise of a tangible reward (Walker, 2014).
- V. **Achievement:** Achievement is defined as the level of academic skills demonstrated through both oral and written contributions.
 - **Low Achievement:** Low achievement is defined as a student not meeting grade level expectations in the curriculum and is based on both oral and written contributions.

6. RESEARCH QUESTIONS

1. To what extent is there a relationship between teacher-student interactions and motivation (Expectancy and Force)?

7. MATERIAL AND METHODS

Study Design: Descriptive cross sectional correlation study will be conducted to explore impact of teacher-student interaction on students' motivation and achievement. According Zukarnain & Josh (2015) correlation analysis seeks to determine whether there is or not the relationship between variables, describing the strength of relationships and the relationships between variables.

Settings: This study will be conducted in University of Lahore Defense Road Campus which is located on 1-KM Defense road, Lahore, Pakistan.

Duration of Study: The study duration was 4month from January 2019 to May 2019.

Target population: The population of my study will be faculty members and students of Lahore school of nursing, and Department of physiotherapy, University of Lahore new campus 1-km of defense road, Lahore.

Sample Size: This study utilized 217 sampling size from Lahore school of nursing and Department of physiotherapy.

Sampling Technique: A simple random sampling technique was used in this research study.

Sample Selection:

Inclusion Criteria: The inclusion criteria of the study were.

- Teachers who are willing to participate in study.
- Participants present at a time of data collection.
- All male and female students.
- Students of 4 year BSN studying in nursing department.

Exclusion Criteria: The following students will be excluded from this study.

- Teachers who are not interested in study.
- Students of 2 year BSN (Post RN)
- Students of 2 year Master of Science in nursing (MSN)
- Participants not present at a time of data collection.

Equipment: Questionnaire adopted from (Nugent, 2009)) was used to collect data from the participants.

8. ETHICAL CONSIDERATIONS

- The rights of the research participants were respected.
- Written informed consent attached will be taken from all the participants.
- All information and data collection will be kept confidential.
- Participants will remain anonymous throughout the study.
- The subjects will be informed that there are no disadvantages or risk on the procedure of the study.
- They will also be informed that they will be free to withdraw at any time during the process of the study.
- Data will be kept in under key and lock while keeping keys in hand. In laptop it will be kept under password.

9. DATA COLLECTION PROCEDURE

Questionnaire adopted and modified from (Nugent, 2009)) was used to collect data from the participants. Questionnaires consists of two sections, (Section A) composed of demographic data Name (Optional), Age, Sex, culture, and Experience information about the participants. (Section B) composed of 2 parts. Part 1 consists of Questionnaire on Teacher interaction (QTI) which will be fill from faculty members which includes 48

questions, the participants can answer these questions by providing five options (Always, Often, Sometimes, Rarely, Never). Part 2 consist of Motivated Strategies for Learning Questionnaire (MSLQ) which includes 12 questions. The MSLQ measures three processes: planning, monitoring, and regulating. After floating questionnaire among the participants the data was analyzed through SPSS version 21 for Descriptive statistics and finding mean, frequencies, and Percent. Consent was taken from all the participants and free hand were given to the participants to take part in the study or refused to participate.

Study Variables

Independent Variables

Teachers and students interaction

Dependent Variables

Student motivation and achievement

10. DATA ANALYSIS PROCEDURE

This chapter includes 2 sections of analysis. 1st section was demographic analysis. It gives details of 5 demographic questions which is gender, Age, Semester, culture and teaching experience. The data is collected through questionnaire, distributed in 217 participants. The collected data is analysis and computed using Descriptive statistics through SPSS ver.21.

Characteristics of Respondents:

There were 217 students, along with 20 teachers that were drawn from two departments of university of Lahore, Lahore School of Nursing, Department of physiotherapy. Within the combined group of students, there were 7 Pathan, 63 from different cultural background, 48 Saraiki, and 98 Punjabi. From these 217 students, 138 were females and 79 were males. Among the teachers (n=20), there were 2 Saraiki, 1 Sindhi and 17 Punjabi. There were 20 females and 0 male teachers in this study. This data is presented in Table 1.

Table 1 Respondent Demographics

		Teachers		Students	
		Freq.	%	Freq.	%
Department	LSN	11	55.0%	130	59.9%
	DPT	9	45.0%	87	40.10%
Culture	Punjabi	17	85.0%	98	45.2%
	Saraiki	2	10.5%	48	22.1%
	Pathan	0		7	3.2%
	Sindhi	1	5.0%		
	other			63	29.0%
Gender	Male	20	100.0%	138	63.6%
	Female	0	0.0%	79	36.4%

Note: Teachers (n = 20), Students (n = 217)

Research Question

Question: To what extent is there a relationship between teacher-student interactions and motivation?

The relationship between teacher-student interactions and motivation was answered using a Pearson correlation. The Questionnaire on Teacher interaction represented teacher-student interactions whereas the Motivated Strategies for Learning Questionnaire represented motivation. A matched-pairs t-test was used to measure the difference in perception of teacher-student interaction between teachers and their students. Table 2 shows the teacher and student means, with the standard deviations located in parentheses below the means.

Table 2 Matched-Pairs Comparison of Teacher-Student Perception Group

	Teachers	Students	<i>t</i>	<i>df</i>
Total QTI	183.37 (9.42)	181.98 (16.26)	0.36	18

The table 2 show that the teacher mean =183.37 which was not significantly greater than the student mean=181.98, $t(18)=0.36$. Although not significant, teachers as a group rated themselves as demonstrating more positive interactions than as perceived by their students. This is indicated by the higher teacher means as compared to student means. According to the total QTI score, there was no statistically significant difference in how teachers and their students perceived their interactions.

The Motivated Strategies for Learning Questionnaire score was generated by summing the responses to all 12 questions. The MSLQ consists of 214 respondents, with mean of 52.70 and standard deviation of 12.60. The MSLQ had a possible minimum score of 12, if the participants answered all with one option and a maximum score of 84, if the participants answered with all seven options. If the score were high its mean the student used more study skills. Student answers were evaluated based on the following range: Low Motivation was 1(score of 12) to 2.625(score of 31.5); Average Motivation was 2.625 (score of 31.5) to 4.375 (score of 52.5); High Motivation was 4.375 (score of 52.5) to 7 (score of 84).

Before running the correlation Box plots were used to examine outliers on both the total MSLQ and total student QTI. Outliers were identified and removed. This was important because the Pearson correlation is highly sensitive to these extreme values. Table 3 displays the summary of the QTI distribution in the presence of outliers.

Table 4 Total Student QTI Distribution Summary

Value Type	Value
25th Percentile (Q1)	163
Median	184
75th Percentile (Q3)	197
Lower Bound (Q1 - 1.5* IQR)	112
Upper Bound (Q3 + 1.5* IQR)	148

To prevent skewing from results five observations were removed because these have value below the lower bound cut point of 112. This is done to obtain healthy sample size, and the fact that the students whose answer QTI very low for those teacher for which the most student recorded much higher score. The decision to remove these score was considered rational.

The most important reason is that the Pearson correlations are calculated in terms of bivariate pairs (one particular student's QTI score in relation to his or her MSLQ score) that why only students who had equal high score for both variables were selected for analysis. 187 students with a QTI scores and 214 students with a MSLQ score. The combined QTI/MSLQ completed equals 185 students. From these another five students were removed as being outliers, resulting in a sample of 180 (n=180). The descriptive statistics of the total student QTI and total student MSLQ are presented in Table 4, as well as the results from the Pearson correlation.

Table 4 Total Student QTI & MSLQ - Adjusted Descriptive Statistics and Correlation

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>R</i>
Total Student QTI (Corrected)	181.13	22.18	180	.22**
Total Student QTI (Corrected)	181.13	22.18	180	.22**

* p < .05. ** p < .01.

In table 4 *R* = .22 correlation which was considered highly significant (p < .01), that is in the range of low to moderately correlation in a positive direction. The interaction with teacher indicating as QTI score increases, indicating interactions with teachers that student rate as positive, MSLQ scores also move in a positive direction, indicating motivation toward learning. Results of the analysis therefore indicated that there is a statistically significant (p < .01) relationship between teacher-student interactions and motivation.

Discussion

The test for the overall Questionnaire on Teacher interaction did not show a statistically vital distinction between teacher and student perceptions. The research question relationship between teacher-student interactions and motivation was the essence of the research. It investigated that is there a statistically significant relationship existed between teacher-student interaction and motivation. The results of the analysis indicated that, in overall, the strength or perception of positive teacher- student interaction ran parallel with student motivation.

For illustration, in LSN department, an awesome majority of the learner participants replied as having neutral interactions with their academics, also as having average motivation. The idea which will be drained from these results is that the magnitude and direction of the forces among their lives run synchronic with the forces being provided by their academics.

In different words, these students, as a entire, on the face of it had token forces that opposed the aims or instructions of their lecturers with regard to their tutorial achievement. They seemed to spend token effort or force to realize tasks. There's less reliance on the teacher-student interaction for motivation. Might or not it's that several of those students could also be additional conditioned to success? Their angle towards action may be natural supported the learning of their environments. Maybe there's no doubt concerning their achievement; it's merely expected as the norm and not the exception.

In department of DPT, an awesome majority of the participants replied as having neutral interactions with 25% having positive relations with their lecturers. Apparently, the bulk of participants additionally rated themselves as being

extremely actuated. Many assumptions will be created supported the demographics of the college and its students. Might or not it's, as Ruby Payne expressed, that these learners want additional insistence, motivation, and also the support provided by positive relationships so as to be additional successful? Lecturers during this setting, supported the barefaced and overwhelming forces of poorness and unavailability to resources, must build their presence and impact additional pronounced.

According to Carter (2017) supported societal and financial disparities that gift themselves, instructors in beneath activity faculties must act more and more within the capability as support systems. These roles may express, however might not be restricted to, parent, counselor, mentor and supplier, that generally weakens from or adds to their tutorial role. The results of this study support the primary hypothesis; that if academics take the time to make positive relationships then students ought to or are going to be able to develop the need for fulfillment. It additionally points out however important it's for faculties to spot the forces at play a child's life and supply a network to counter or completely move with these forces for his or her success. Per the speculation of Magnitude and Direction of Force (W. S. McGee, personal communication, January 6, 2016), for all negative life power, the child's external authoritative powers resist the child's academic development. The teacher's impact must be larger than the sum of the opposite authoritative forces (e.g. home environments and peer pressure). This study improves to the knowledgebase of the investigation reviewed that reports it's so the educator, World Health Organization shows the best role in setting the atmosphere (Whitaker, 2016).

CONCLUSIONS

The key purpose of this study was to analyze a statistically vital correlation between teacher-student interactions and student motivation. The study analyzed student and teacher answers to see if there was a statistically vital correlation in however the 2 teams viewed their subjective interactions.

Vroom's Expectancy Theory (1964/1995) argues that after a personal has the expectation or faith that they will accomplish a mission that he or she considers having worth, and so he or she is going to request the force required to attain that task. Students should feel assured that below the tutelage of their academics they're going to be ready for and skill success. This current study but, has uncovered the existence of underlying however powerful forces which will overwhelm the presence of the teacher within the schoolroom.

Because of the restricted population sample, the information collected during this analysis is specifically effective to those high schools; but, the results give restricted validity to alternative high faculties with similar demographics and variables. By finding out these faculties and matching them up with alternative similar schools, the results may presumably be wont to style workshops to spot these forces. It may also be used to facilitate educators to make ways to nurture expectancy and valence that ought to successively completely influence the force and magnitude of their students' psychological feature direction and perspective.

CONSENT FORM IN ENGLISH

Description of the Research and Your Participation

You are invited to participate in a research study conducted by_____. The purpose of this research is to evaluate the “_____”.

Risks and Discomforts

Mention if there will be any known risks associated with this research.

Potential Benefits

Mention if there will be benefits to the participant that would result from their participation in this research.

Protection of Confidentiality

We will do everything we can to protect your privacy. Your identity will not be revealed in any publication resulting from this study.

Voluntary Participation

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate any time. You will not be penalized in any way should you decide not you participate or to withdraw from this study.

CONSENT

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's Signature _____ Date: _____

A copy of this consent form should be given to the participant.

ریسرچ سٹڈی میں شرکت کا دعوت نامہ شمولیت کی دعوت دیتا / دیتی ہوں

نقصانات اور تکلیف: اس تحقیق سے کسی قسم کے نقصان یا تکلیف کا اندیشہ نہیں ہے۔

ممکنہ فوائد: آپکو ایک اہم تحقیق میں حصہ لینے کا موقعہ دیا جائے گا۔

رازداری کا تحفظ: ہم آپ کی معلومات کے تحفظ کے لیے وہ سب کچھ کریں گے جو ہم کر سکتے ہیں۔ تحقیق کے متعلق اکثری کی گئی تمام معلومات کو انتہا ہی خفیہ رکھا جائے گا۔ ڈیٹا انٹری اور تجزیے کے دوران آپ کے متعلق وہ تمام معلومات جن سے آپ کی شناخت ہو سکتی ہو کو ختم کر دیا جائے گا۔ اس تحقیق کے نتیجے میں شائع ہونے والی کسی بھی اشاعت میں آپ کی شناخت کو ظاہر نہیں کیا جائے گا۔

رضا کارانہ شمولیت: اس تحقیقی مطالعہ میں آپ کی شرکت رضا کارانہ ہے۔ آپ کو شرکت نہ کرنے اور کسی بھی وقت بغیر وجہ بتائے اس تحقیق میں شمولیت کو چھوڑنے کا اختیار ہے۔ شرکت نہ کرنے یا اس میں شمولیت کو چھوڑنے کی صورت میں آپ کے خلاف کوئی کارروائی نہیں کی جائے گی

ریسرچ کا عنوان: میں آپکو اس ریسرچ " میں درج ذیل معلومات تحقیق میں شامل ہونے والوں کے لیے پڑھیں اور ان کا جواب دیے گئے خاتوں میں درج کریں۔

- میں نے معلوماتی شیٹ جو کہ تحقیق کی وضاحت کر رہی ہے کو سمجھ لیا ہے اور مجھے تحقیق کے سوالات کرنے کا موقع دیا گیا تھا۔
- میں سمجھ گیا/گئی ہوں کہ میری شرکت رضا کارانہ ہے اور یہ کہ میں کسی بھی وقت اپنا ارادہ بدل سکتا/سکتی ہوں اور تحقیق سے دستبردار ہو سکتا/سکتی
- میں سمجھ گیا/گئی ہوں کہ میرے جوابات خفیہ رکھے جائیں گے۔ میں محققین کو اس بات کی اجازت دیتا/دیتی ہوں کہ وہ جوابات کو جانچ سکیں۔
- میں سمجھ گیا/گئی ہوں کہ معلومات میرے نام کے بجائے نمبر کی صورت میں محفوظ کی جائیں گی۔ تا کہ میں نتائج کی اشاعت کے دوران کسی بھی طرح سے شناخت نہ کیا جا سکوں۔ میں اس بات سے رضامند ہوں کہ جو معلومات مجھ سے لی جائیں گی وہ تحقیق میں استعمال ہوں گی۔
- میں اوپر بتائی گئی تحقیق میں شامل ہونے کے لیے رضامند ہوں اور محققین کو اپنا پتہ تبدیل ہونے کی صورت میں مطلع کروں گا/گی۔

رضا مندی: میں نے یہ اجازت نامہ پڑھا ہے اور مجھے سوال پوچھنے کا موقع دیا گیا ہے۔ میں اس سٹیڈی میں شرکت کے راضی ہوں۔

شرکت کنندہ کا نام _____ دستخط _____
تاریخ _____

اجازت لینے والے کا نام _____ دستخط _____
تاریخ _____

اس اجازت نامہ کی ایک نقل آپکو دی جانی چاہے۔

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