

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

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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 Lourdasamy 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