

INTERACTION TEACHER – STUDENT AND ITS IMPACT ON STUDENT ACHIEVEMENT

VALBONA HABILISAUKU¹, SENADA LAÇI²

¹University of Tirana, Faculty of Social Sciences, Email: valbonahabili@gmail.com

Abstract

Student-teacher interaction is one of the most important catalysts in the process of learning. Students and teachers in the school environment have certain academic behaviors that create an environment that encourages interaction between them and the learning process in general. Teachers in various forms affect the perceptions that students have about themselves, especially during adolescence. Study on teacher-student interaction is based on the perceptions of teachers and students on the impact on the results in grading students. The main aim is to determine the relationship between teacher-student interactions and student achievement. The study included a sample of 180 students of 10th classes and two biology teachers in a high school in Durres city, from which 98 females (54.5%) and 82 were males (45.6%). The Biology subject was selected based also on the literature as the subject in which the sample will be focused during the completion of the instrument. The results of this study showed that the teacher-student interaction has an impact on students' grades. By statistical processing of the data received from the student and teacher self questionnaire of Questionnaire on Teacher interaction- QTI (in two versions), it emerges a relatively weak positive correlation between teacher-student interactions and student outcomes ($r = 0.3$) but statistically significant level of $p = 0,01$. Pearson correlation analysis showed a positive relationship between the variables, where the greater the teacher-student interaction, the higher are the grades of students. This study can serve as an incentive for further studies in this area in Albania.

Keywords: *teacher–student interaction; academic outcomes; impact; adolescence; feedback.*