

RELATIONSHIP BETWEEN TEACHER-STUDENT INTERACTION AND STUDENT ENGAGEMENT

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Abstract

The current study focused specifically on students' perceptions of teacher-student interaction and their engagement. The purpose of this paper is to investigate the relationship between students' perceptions of teacher-student interaction and their engagement. Quantitative research method was used in this study. Thirty eight percent of fifth year students at Sagaing University of Education were selected as the participants of this study by using simple random sampling method. In this study, "Questionnaire for Students" was used to collect the required data. In this questionnaire, two instruments; instrument one which investigated the students' perceptions of teacher-student interaction developed by the researcher and instrument two which investigated the perceptions of students on their engagement developed by Lam and Jimerson (2008). According to the results of the study, students' perceptions on teachers' dominant interaction, cooperation interaction, and submissive interaction dimension were high level and opposition interaction dimension was moderate level. For the students' engagement, they perceived that affective engagement and cognitive engagement dimensions were high level and behavioural engagement dimension was moderate level. When examining the relationship between students' perceptions of teacher-student interaction and their engagement, teachers' dominant interaction ($r = .415, p < 0.01$) was positively and moderately correlated with students' engagement, teachers' cooperation interaction ($r = .499, p < 0.01$) was positively and moderately correlated with students' engagement, teachers' submissive interaction ($r = .477, p < 0.01$) was positively and moderately correlated with students' engagement. Furthermore, teachers' opposition interaction ($r = .233, p < 0.01$) was positively and low correlated with students' engagement. This study suggested to fill three basic needs of students; competence, relatedness and autonomy.

Keywords: Teacher-Student Interaction, Student Engagement.

Introduction

Receiving quality education is an important cornerstone in the lives of every individual. To fill these needs, a successful learning environment is a crucial role in student learning. This influence, or power, can significantly impact the learning environment, which, in turn, affects a student's achievement in school. The most powerful weapon teachers have, when trying to foster a favorable learning climate, is a positive relationship with their students (Boynton & Boynton, 2005 as cited in Varga, 2017).

Relationships are needed to create between student and teacher in an effective classroom. Connell & Wellborn (1991, as cited in Skinner & Belmont, 1993) stated that student engagement is optimized when the social context fulfills children's basic psychological needs. When students feel a sense of control and security in the classroom, they are more engaged because they approach learning with enthusiasm and vigor. Students become active participants in their own education (Skinner & Green, 2008; Maulana, Opdenakker, Stroet, & Bosker, 2013, as cited in Varga, 2017). Engagement increases when students feel their environment at school satisfies their need for autonomy, competence, and relatedness (Wang & Eccles, 2013, as cited in Pettis, 2017).

Research has indicated that the relationship between teachers and students is an important predictor of academic engagement and achievement. Students who perceive their teachers as more supportive have better achievement outcomes (Boynton & Boynton, 2005; Spilt, Koomen, & Thijs, 2011; Skinner & Green, 2008; Rimm-Kaufman & Sandilos, 2012; Gehlbach, Brinkworth, & Harris, 2012, as cited in Varga, 2017). Additionally, the learning environment plays a significant

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role in maintaining student interest and engagement. If students have positive relationships with their teachers, they will be more engaged and thus more motivated throughout each of their classes (Varga, 2017). Therefore, it is essential that teachers consider the nature of the work itself. When academic activities are interesting, challenging, fun, and relevant to the lives of students, students will want to put forth more effort and engage in these activities. When a teacher creates a welcoming environment and considers the needs of the students, learning outcomes will be ideal—students will effectively perform tasks they find personally important or interesting (Maulana *et al.*, 2013, as cited in Varga, 2017).

Aim of the Study

The main aim of this study is to explore the relationship between students' perceptions of teacher-student interaction and student engagement in Sagaing University of Education.

The specific aims of this study are:

- (1) To find out students' perceptions of teacher- student interaction in Sagaing University of Education,
- (2) To examine students' perceptions of their engagement in Sagaing University of Education, and
- (3) To explore the relationship between teacher-student interaction and student engagement in Sagaing University of Education.

Research Questions

- (1) What are students' perceptions of teacher-student interaction in Sagaing University of Education?
- (2) What are students' perceptions of their engagement in Sagaing University of Education?
- (3) Is there any relationship between teacher-student interaction and student engagement in Sagaing University of Education?

Definitions of Key Terms

Teacher-Student Interaction: Teacher-student interaction refers to interaction that is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns (Ellis, 1990, as cited in Hanum, 2016).

Student Engagement: Engagement is the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes (Hu & Kuh 2001, as cited in Trowler, 2010).

Operational Definition

Teacher-Student Interaction: In this study, teacher- student interaction includes four dimensions. They are dominance interaction, cooperation interaction, submission interaction and opposition interaction.

Dominance Interaction: It is teachers' interaction whose display strict behavior and leadership behavior.

Cooperation Interaction: Teachers who displays helping, friendly, and understanding behavior use this interaction.

Submission Interaction: Teachers give freedom and behave uncertain behavior with their students in this interaction.

Opposition Interaction: Teachers treat their students with dissatisfaction and admonishing behavior in opposition interaction.

Student Engagement: Student engagement is measured by behavioral, cognitive and emotional dimensions in this study.

Behavioral Engagement: Behavioral engagement is the extent in which students are engaged in learning activities within the classroom.

Cognitive Engagement: Cognitive engagement is a student's attempt to learn.

Affective Engagement: Affective engagement is the student's psychological feelings about assigned learning activities.

Review of Related Literature

Historical Background of Teacher-Student Interaction

Constructivism is a theory of learning. As such, a constructivist approach to learning sees the learning environment as a “mini-society, a community of learners engaged in activity, discourse, interpretation, justification, and reflection” (Fosnot, 2005, as cited in Gablinske, 2014). While constructivist theory of education indicates that knowledge is constructed individually by the student that learning occurs in a social environment (classroom) with experiences that have been carefully constructed by the teacher. In biological theorists' terms, there is “an active interplay of the surround (environment) to evolution and to learning”.

Bruner (1977, as cited in Gablinske, 2014) writes that the process of education requires that “schools must also contribute to the social and emotional development of the child if they are to fulfill their function of education”. Bruner develops four themes he considers essential to the process of learning – one of them relates to stimulating the desire to learn, creating interest in the subject being taught, and what he terms “intellectual excitement”. He suggests studying the methods used by ‘successful’ teachers as a way of determining effective practices. Constructivism provides a natural and best frame for this study because a major tenet of a constructivist researcher is to look at the processes of interaction among individuals in the context of where they live and work.

In 1840, Mann said that the teacher must be intuitive and lead the minds of his pupils to discover what they need to know and then supply them with what they require. Dewey (1938, as cited in Gablinske, 2014) said that as an educator, you need to be able to discern what attitudes are conducive to continued growth and what are detrimental, and use that relational knowledge to build worthwhile educational experiences for students. Vygotsky (1978, as cited in Gablinske, 2014) believed that higher mental functioning are socially formed and culturally transmitted. Cognitive development is mediated through language dialogues between one who knows (teacher) and one who is learning (student). Jackson (1968, as cited in Gablinske, 2014) studied life in classrooms and determined that “there is a social intimacy in schools that is unmatched elsewhere in our society”.

The Role of Teachers

Sarason (1999, as cited in Gablinske, 2014) looks at teaching as a performing art, and discusses the “art of teaching” and the role that teacher interaction plays in creating a “productive learning” environment. Sarason contends that there are three overarching features for productive

learning; the first is recognizing and respecting the individuality of the learner. The second is for the teacher to know the subject matter sufficiently to be able to determine when the learner may have difficulty and be able to intercede to prevent the difficulty from happening. The third tenet is that the teacher is constantly looking for ways to engage and stimulate the learner so he/she wants to learn. By building relationships with students, teachers can fulfill what Sarason contends is the overarching purpose of schooling – motivate learners to experience personal and cognitive growth.

Students' Perceptions of their Teachers' Behaviour

Student perception plays an important role in incentive. In fact, research suggests that the most powerful predictor of a child's motivation is the child's perception of control. Perceived control is the belief that one can determine one's behavior, influence one's environment, and bring about desired outcomes. Because students already have a history of experiences with whether adults are attuned to their needs, teachers build on these experiences (Skinner & Greene, 2008, as cited in Varga, 2017). Therefore, a student's perception of the teacher's behavior impacts the relationship. Students who feel their teacher is not supportive towards them have less interest in learning and are less engaged in the classroom (Rimm-Kaufman & Sandilos, 2012, as cited in Varga, 2017).

Teacher-Student Interaction

Good teacher-student interactions can positively impact student behaviors in the classroom. The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest and active engagement in learning (Maulana, Opdenakker, Stroet & Bosker, 2013, as cited in Varga, 2017). Research suggests that good teacher-student relationships are important for maintaining adolescents' interests and academic engagement in learning (Maulana *et al.*, 2013, as cited in Varga, 2017). This present study based on self-determination theory and the model for interpersonal teacher behavior.

- **Self-Determination Theory**

According to SDT, the fulfillment of the three basic psychological needs for competence, relatedness, and autonomy is essential to psychological health and growth, intrinsic motivation, well-being, optimal functioning, and self-actualization (Deci & Ryan, 2000; Ryan & Deci, 2002, as cited in Korthagen & Evelein, 2016). Evelein recognized that teachers want to feel competent in managing their classroom. He related this with basic psychological needs for competence. He also expressed that teachers want to experience contact and have positive connection with their students. This idea could be related with relatedness of SDT. Then, he related teachers' having room for their own ideas and choices with autonomy. To reiterate self-determination theory, students need to experience an emotional involvement from their teachers. Furthermore, students who have positive relationships with teachers are less likely to avoid school (Rimm-Kaufman & Sandilos, 2012, as cited in Varga, 2017). Experiencing a sense of belonging greatly contributes to developing positive relationships and positive behaviors.

- **The Model for Interpersonal Teacher Behaviour**

The Model of Interpersonal Behaviour consists of dominant, cooperative, submissive, and oppositional domains that define teacher interpersonal behavior in the classroom (Wubbels, Creton, Levy & Hoymayers, 1993, as cited in Pettis, 2017). Dominant teacher behaviors manage and control the classroom environment (Pettigrew, Miller-Day, Shin, Hecht, Krieger & Graham, 2013, as cited in Pettis, 2017). Cooperative teacher behaviors promote positive teacher-student relationships (De Laet, Colpin, Vervoort, Doumen, Leeuwen, Goossen & Verschueren, 2016, as cited in Pettis, 2017) Teachers who are cooperative exhibit behaviors such as listening, empathy,

trust, and friendliness (Wubbels et al., 1993, as cited in Pettis, 2017). There is a relationship between teachers who exhibit friendliness and closeness and students' autonomous motivation which has been linked to achievement (Maulana & Opdenakker, 2014, as cited in Pettis, 2017).

Submissive teacher behaviors allow students to work independent while maintaining a low profile within the classroom (Wubbels *et al.*, 1993, as cited in Pettis, 2017). Lakshman and Schubert (2015, as cited in Pettis, 2017) found that submissive teachers had students who were more comfortable in the classroom. Oppositional teacher behaviors criticize their students and show less enthusiasm and dissatisfaction within the classroom (Wubbels *et al.*, 1993, as cited in Pettis, 2017). The results suggested that teachers, who display oppositional behaviors, have students who do not enjoy learning in their classroom (Sánchez-Rosas *et al.*, 2016, as cited in Pettis, 2017). A similar study conducted by Smart (2014, as cited in Pettis, 2017) noted that students describe oppositional behavior as teachers who are harsh, dissatisfied, and impatient, which made learning difficult to enjoy. The behavior of the teacher has an impact on motivation in the classroom (Smart, 2014, as cited in Pettis, 2017).

The Developmental Context of Student Engagement

Guided by Bronfenbrenner's bio ecological theory of human development and a person-environment fit framework, what follows is a discussion of student engagement within the specific developmental periods that are tied to the specific developmental tasks, opportunities, and challenges of early childhood, middle childhood, and adolescence. Janosz, Archambault, Morizot, and Pagani (2008, as cited in Christenson, Reschly & Wylie, 2012) found that student engagement tends to be stable for many over the course of adolescence and that many display moderate to high levels of behavioral, cognitive, and emotional engagement, albeit lower than in the middle schooling years. For adolescents, behavioral engagement is consistently defined as time on task, study behaviors, school and class attendance, and participation in class discussions. Most of the research on adolescent behavioral engagement has focused on student truancy and dropout, which Blumenfeld *et al.* (2005, as cited in Christenson *et al.*, 2012) argued reflects the disengaged student. Many disengaged students are dissatisfied with school, are disruptive in the classroom, have parents that are more controlling, and have more family conflict (Corville-Smith, Ryan, Adams, & Dalicandro, 1998, as cited in Christenson *et al.*, 2012). Developmentally, during adolescence, individuals experience rapid physical maturation as well as rapid development of cognitive skills. Cognitive engagement is defined as attention to task, task mastery, and preference for challenging tasks. During adolescence, youth have developed the self-regulatory skills necessary for the self-perceptions of competence and intrinsic motivation, and abstract thinking.

Emotions such as fear, anxiety, boredom, or enthusiasm about a school-related task have been considered in investigations of emotional engagement in academic tasks. In a study using experiential sampling methods, Shernoff (2010, as cited in Christenson *et al.*, 2012) investigated whether the quality of experience in after-school programs mediated the relationship between program participation and academic achievement. He found that feelings of challenge and importance while participating in after-school programs were positively related to academic achievement (Shernoff 2010, as cited in Christenson *et al.*, 2012).

Relationship between Teacher-Student Interaction and Student Engagement

Teacher-student interactions may be the most important element in student engagement (Groves, Sellars, Smith & Barber, 2015, as cited in Pettis, 2017). This is due to positive experiences students have in the classroom involving their teachers. Teachers who challenge their students are more likely to engage students in course related material (Groves *et al.*, 2015, as cited in Pettis, 2017). When teachers place a higher value on their work, students are encouraged to respond. Students who received support from their teachers were more engaged than disengaged (Van den

Berghe *et al.*, 2015, as cited in Pettis, 2017). Mesquita, Coutinho, De Martin-Silva, Parente, Faria & Afonso (2015, as cited in Pettis, 2017) noted that teachers' interactions with students leave a permanent impression on the student. A positive emotional connection is made through tone, verbal, and nonverbal communication (Mesquita *et al.*, 2015, as cited in Pettis, 2017).

Methodology

Overall Design of the Study

The purpose of this study is to find out the relationship between teacher-student interaction and student engagement in Sagaing University of Education. The research method adopted in this study was descriptive research method. Data were mainly collected by using two instruments in order to explore the information of students in Sagaing University of Education. In order to examine the teacher-student interaction, students were asked by using instrument of Teacher-Student Interaction developed by Researcher. Similarly, Student Engagement Questionnaires developed by Lam and Jimerson (2008) was used to measure the student engagement. After collecting data, descriptive statistics such as means and standard deviation were calculated for the students' perceptions of teacher-student interaction and students' engagement by using Statistical Package for the social Sciences Software (SPSS) program. In addition, Pearson product moment correlation was utilized to find out the relationship between teacher-student interaction and student engagement. Moreover, two open-ended questions were taken into account in this study.

Population and Sample

In Sagaing University of Education, there were 628 fifth year students in 2019-2020 AY. The fifth year students were mainly considered as the sample of the research because they were more mature and experienced students than other students and more familiar with their teachers. For pilot study, 88 students were chosen as a sample. For the main study, the researcher randomly selected the 240 students among fifth year students.

Research Instruments

Research instruments are tools for collection data to achieve the research objectives. In order to gather required data, "*Questionnaire for Students*" was developed by researcher to investigate the demographic information of students and their perceptions of "Teacher-Students Interaction". This instrument was based on review of the literature: self-determination theory and a circular model for interpersonal diagnosis of personality. In self-determination theory, three basic psychological needs are distinguished namely the need for competence, relatedness and autonomy (Deci & Ryan, 2000, 2002, as cited in Korthagen & Evelein, 2016). Leary (1958, as cited in Pettis, 2017) originally developed a circular model for the interpersonal diagnosis of personality. This model was used to measure normal and abnormal behavior. Wubbel et al (1993, as cited in Pettis, 2017) adapted the model and created the current version of the model of interpersonal teacher behavior. In this model, the four domains are dominance, cooperation, submission and opposition (Wubbel et al, 1993, as cited in Pettis, 2017).

According to self-determination theory and teacher interpersonal behavior model, competence is similar to dominance, relatedness is similar to cooperation, and autonomy is similar to submission. In this study, teacher-student interaction were examined by using the dimensions of dominance, cooperation, submission and opposition. Each dimension has two sub-scales and each sub-scale has four items. Dominance includes leadership behavior and strict behavior. Submission behavior includes uncertain behavior and student responsibility and freedom behavior. Cooperation includes helpful/friendly behavior and understanding behavior. Opposition includes

dissatisfied behavior and admonishing behavior. This instrument consists of 32 items into 4 dimensions: “Dominant” (8 items), “Cooperation” (8 items), “Submissive” (8 items) and “Opposition” (8 items). Each item was measured using a Likert scale that ranged from “never” (1 point) to “always” (5 points).

Moreover, students were assessed their perceptions on their student engagement by using Student Engagement Questionnaires developed by Lam and Jimerson (2008). This instrument consisted of 32 items into 3 dimensions: “Affective engagement” (9 items), “Behavioral engagement” (11 items) and “Cognitive engagement” (12 items). Each item was measured using a Likert scale that ranged from “strongly disagree” (1 point) to “strongly agree” (5 points). Students were asked to express their opinions about teacher-student interaction and their engagement by using open-ended questions.

Data Collection Procedures

After taking permission from the responsible persons, questionnaires were distributed to students from Sagaing University of Education on 11 February and collected them after one week. Two hundred and forty students (100%) returned to the questionnaires. Based on the results of the responses, this study was conducted in order to examine the relationship between students’ perceptions of teacher-students interaction and student engagement.

Data Analysis

Descriptive statistics such as mean and standard deviation were calculated for teacher-students interaction and student engagement by using SPSS. The decision rules for the levels of teacher-students interaction and student engagement data were: the mean scores for 1.00-2.33 were defined as low level, the mean scores for 2.34-3.67 were defined as moderate level and the mean scores for 3.68-5.00 were defined as high level. In addition, Pearson product moment correlation was utilized to examine the relationship between teacher-students interaction (independent variable) and student engagement (dependent variable). Responses from open ended questions were categorized and analyzed to complement findings on differences in teacher-students interaction and student engagement.

Research Findings

Table 1 Mean Values and Standard Deviations of Teacher-Student Interaction Perceived by Students on each Dimension

No.	Dimension	N	M	SD	Remark
1	Dominance	240	3.68	0.486	High Level
2	Cooperation	240	3.94	0.554	High Level
3	Submission	240	3.86	0.504	High Level
4	Opposition	240	3.32	0.418	Moderate Level

1-2.33= Low Level, 2.34-3.67=Moderate Level, 3.68-5= High Level

According to the Table 1, these results showed that the teachers’ “dominance, cooperation and submission” interaction were high levels and opposition interaction was moderate level.

In order to see obviously for the level of mean values for each dimension, Figure 1 was illustrated.

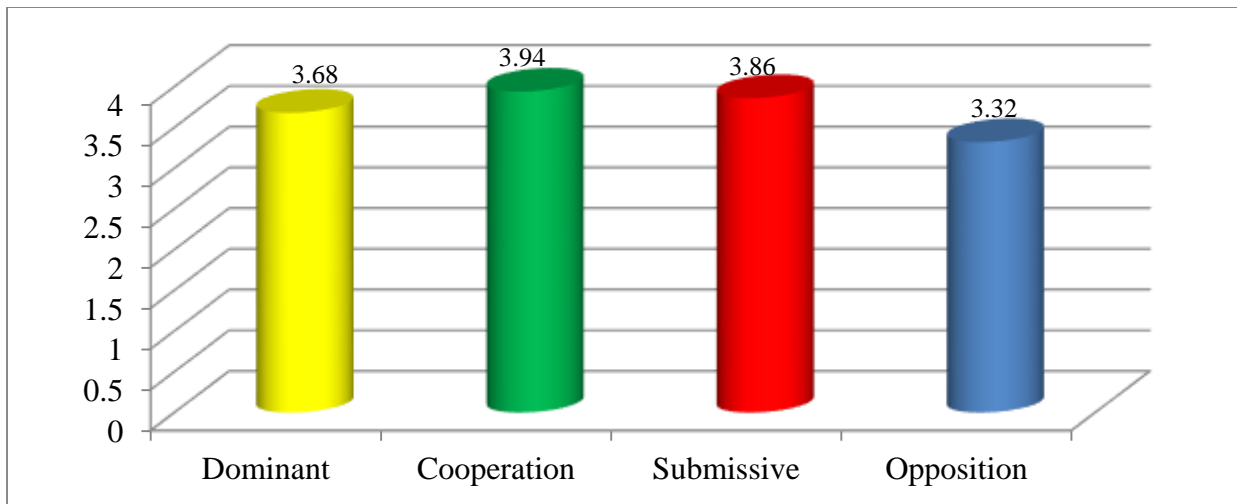


Figure 1 Dimensions of Teacher-Student Interaction Perceived by Students

According to the Figure 1, the mean values for “dominance” dimension was 3.68, the mean value for “cooperation” dimension was 3.94, the mean value for “submission” dimension was 3.86, and the mean value for “opposition” dimension was 3.32. It can be seen that cooperation dimension is the highest and opposition dimension is the lowest.

Table 2 Mean Values and Standard Deviations of Students’ Engagement Perceived by Themselves on each Dimension

No.	Dimension	N	M	SD	Remark
1	Affective Engagement	240	3.79	0.518	High Level
2	Behavioral Engagement	240	3.64	0.478	Moderate Level
3	Cognitive Engagement	240	3.72	0.486	High Level
4	Overall Engagement	240	3.72	0.428	High Level

1-2.33= Low Level, 2.34-3.67=Moderate Level, 3.68-5= High Level

Table 2 illustrated the mean values of students' perceptions on each dimension of student engagement. The result showed that students’ affective engagement and cognitive engagement are high level and students’ behavioral engagement is moderate level. But overall engagement showed high level.

In order to see obviously for the level of mean values for each dimension, Figure 2 was illustrated.

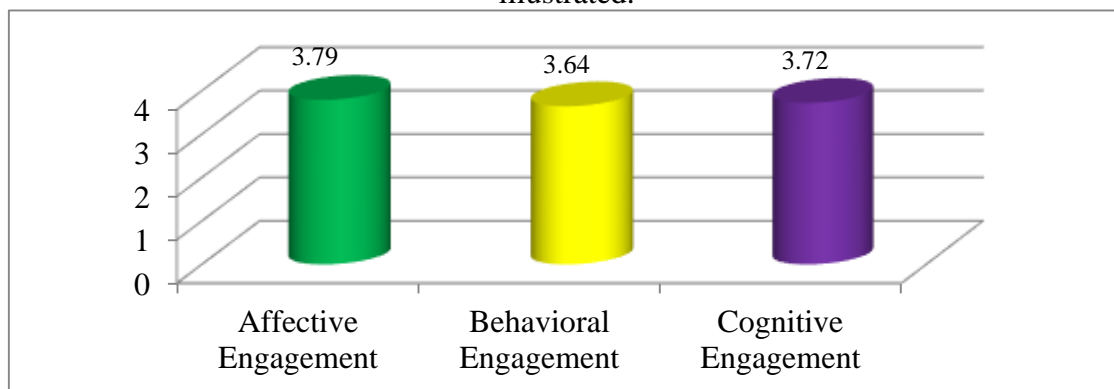


Figure 2 Dimensions of Students' Perceptions of their Engagement

According to the figure 2, the mean values for “affective engagement” dimension was 3.79, the mean value for “behavioral engagement” dimension was 3.64, and the mean value for “cognitive engagement” dimension was 3.72. The result showed that dimension of students’ perception of their affective engagement is the highest and dimension of behavioural engagement is the lowest.

Relationship between Students’ Perceptions of Teachers’ Interaction and Student Engagement

The Pearson's product moment correlation was used to find out the relationship between students' perception of teacher-student interaction and their engagement. Table 3 showed the relationship between students' perception of teacher-student interaction and their engagement.

Table 3 Relationship between Students' Perceptions of Teacher-Student Interaction and Student Engagement

	1	2	3	4	5
1. Dominance Interaction	1				
2. Cooperation Interaction	.543** .000	1			
3. Submission Interaction	.497** .000	.725** .000	1		
4. Opposition Interaction	.182** .005	.380** .000	.506** .000	1	
5. Student Engagement	.415** .000	.499** .000	.477** .000	.233** .000	1

**Correlation is significant at the 0.01 level (2-tailed).

According to Table 3, there was positively and moderately relationship with teacher’s “dominance interaction” ($r = .415, p < 0.01$) with “student engagement”. Moreover, there was positively and moderately relationship between teachers’ “cooperation interaction” and “students’ engagement” ($r = .499, p < 0.01$). In addition, teachers’ “submission interaction” was positively and moderately relationship with “student engagement” ($r = .477, p < 0.01$). But, teachers’ “opposition interaction” was positively and low relationship with “student engagement” ($r = .233, p < 0.01$).

Open-Ended Responses

Students were asked for three open-ended questions. The first question asked students to describe how your teacher interacts with you. According to the open-ended question one’s responses, most teachers practice cooperation interaction, some practice submission interaction and few practice dominance interaction. But, some practice opposition interaction.

The second question is whether students engage or not in their learning in class. According to open-ended responses, most students always engage in their learning. Some students also engage sometimes. But, a little do not engage. Another is asked students to present their teachers’ encouragement to engage in their learning. According to responses, most students engage because of their teachers’ reward, punishment, activities, new way, games and competitions. This is their teachers’ dominance interaction. Some indicated that they engage because their teachers use discussion, extension knowledge, receiving mistake, getting suggestions, and benefits of cooperation. This interaction is teachers’ cooperation interaction. Some expressed that they can present their ideas freely. Some said that their teachers do not encourage them. These two reasons are due to their teachers’ submission interaction. There was no reason for teachers’ opposition interaction.

Discussion and Conclusion

Analyses of quantitative data collected from the study attempted to answer the three questions.

Research question one evaluated the students' perceptions of teacher-student interaction. When examining the students' perceptions of teacher-student interaction, it was found that the mean values for dominant teacher interaction was 3.68, the mean value for cooperation teacher interaction was 3.94, the mean value for submissive teacher interaction was 3.86, and the mean value for opposition teacher interaction was 3.32. Therefore, dominance interaction, cooperation interaction and submission interaction were high level and opposition interaction was moderate level. In other words, the teachers from Sagaing University of Education practiced four interactions including dominance, cooperation, submission and opposition. Fifth year students perceived that their teachers practice dominance, cooperation, and submission interaction in the high level and also practice opposition interaction in the moderate level.

According to the open-ended responses, teachers from Sagaing University of Education practice four interactions. Most students perceived that their teachers mostly practice cooperation interaction. However, few practice dominance interaction. This fact is not consistent with quantitative finding because teachers' dominance interaction is high level. This may be due to 12% students' no responses. Therefore, it can be interpreted that teachers from Sagaing University of Education practice four interactions and mostly practice cooperation interaction according to the students' perceptions. In other words, their teachers can exhibit helpful, friendly relation with their students.

Research question two examined the students' perceptions of their engagement at Sagaing University of Education. When investigating the students' perceptions of their engagement, it was found that the mean values for affective engagement was 3.79, the mean value for behavioral engagement was 3.64, and the mean value for cognitive engagement was 3.72. Therefore, students' affective engagement and cognitive engagement were high levels and students' behavioral engagement was moderate level. Moreover, students' overall engagement showed high level. Based on open-ended responses, most students engage in their learning process. Another, fifth year students of Sagaing University of Education engaged in learning activities within their classroom, attempted to learn and had positive attitudes towards their assigned tasks. Generally, fifth years students of Sagaing University of Education had good feeling about their assigned learning activities.

Research question three investigated the relationship between teacher-student interaction and student engagement at Sagaing University of Education. Based on the research finding, teachers' dominance interaction ($r = .415, p < 0.01$) was positively and moderately correlated with students' engagement. Students can engage because of their teachers use dominance interaction based on open-ended responses. This was not consistent with prior research because prior research had no correlation between teacher dominance interaction and student engagement (Pettis, 2017). According to the result, the students can engage when their teacher dominate their classroom. This result consistent with Pettigrew's ideas (Pettigrew et al., 2013, as cited in Pettis, 2017) that students were sensitive to controlling teacher behavior and were motivated to participate in class. Other study found that teachers' leadership sector and student cognitive outcome are positive correlation (Goh, 1994. Henderson, 1995, as cited in Den Brok, Wubbels & Brekelmans, 2004). Therefore, it can be interpreted that when teacher dominate their classroom, they can control their class's noise level, movement, group work and other aspects of classroom environment. Although students can get pressure to engage in their class, they succeed at the end.

Based on the research finding, teachers' cooperation interaction ($r = .499, p < 0.01$) was positively and moderately correlated with students' engagement. In addition, student engagement was due to teachers' strong cooperation based on open-ended responses. Similarly, prior research showed that there was positive relationship between teacher cooperation interaction and student's engagement (Pettis, 2017). This result also consistent with Maulana and Opdenakker's finding those teachers who exhibit friendliness and closeness and students' autonomous motivation which has been linked to achievement (Maulana & Opdenakker, 2014, as cited in Pettis, 2017). Other studies found that helpful, Friendly and understanding behavior positively relate with pleasure confidence, effort, and relevance of students (Brekelmans et al., 2002, Van Amelsvoort, 1999, as cited in Den Brok *et al.*, 2004). Therefore, the greater the teacher cooperation interaction is, the better student engagement is. When teacher cooperation interaction is strong, their students are more likely to engage in course related activities. Thus, the students can get good grade from their efforts.

Based on the responses of students, teachers' submission interaction ($r = .477, p < 0.01$) was positively and moderately correlated with students' engagement. Some can engage due to their teachers' submission interaction according to open-ended responses. But, prior research showed that there was no association between teacher submission interaction and student engagement (Pettis, 2017). However, Zhu, 2013 (as cited in Pettis, 2017) indicated that students preferred legislative, judicial and liberal thinking styles. Another study showed that submissive teachers had students who did not mind their misbehavior and upset normal classroom functions (Lakshman & Schubert, 2015, as cited in Pettis, 2017). Therefore, when teacher can create more comfortable classroom environment, their student can work independently.

Based on the research finding, teachers' opposition interaction ($r = .233, p < 0.01$) was positively and low correlated with students' engagement. Prior research indicated that teacher opposition behavior does not correlate with student engagement (Pettis, 2017). The result consistent with Sanchez-Ross' suggestion that the teacher who display oppositional behaviors have students who do not enjoy in their learning in the classroom (Sanchez-Rosas et al., as cited in Pettis, 2017). Another study showed that students who had conflicts with their teachers were less engage in the class (De Laet *et al.*, 2015, as cited in Pettis, 2017). Therefore, when the teachers behave opposition interaction, the students had less engaged in their class.

In conclusion, this research found that the teachers from Sagaing University of Education behave dominance interaction, cooperation interaction and submission interaction. Therefore, they exhibit friendliness, closeness, sympathy, interest, listening and trust and they can manage their class smoothly. They can also give their students freedom to present their ideas. In contract, the teachers admonish their students' behavior and dissatisfied them because they show opposition interaction according to the students' responses. Moreover, students can engage in their class according to research finding. They are mature and have a lot of experiences and skills to engage in classroom's activities.

In addition, there are positively and moderately relationships between teachers' dominance interaction, cooperation interaction, submission interaction and students' engagement based on the results. Therefore, students have better engagement in their class when their teachers interact with friendly, closely, warmly and systematically management and give freedom.

On the other hand, the research showed that there is positively and low relationship between teachers' opposition interaction and students' engagement. In particular, there are three reasons for this unexpected relationship. First, the students like feeling of challenge and importance and want to participate in after-school program (Shernoff, 2010, as cited in Christenson *et al.*, 2012). Second, Knollmann & Wild found that they want to get autonomy which is key developmental task of adolescents (Christenson *et al.*, 2012). Third, many disengaged students are dissatisfied with school, are disruptive in the classroom, have parents that are more controlling, and have more

family conflict (Corville-Smith, Ryan, Adams, & Dalicandro, 1998, as cited in Christenson *et al.*, 2012). When these students meet more influence or more controlling teachers, the quality of teacher-student interaction have not good result. For this reason, they have negative perceptions on their teachers. Similarly, teachers cope with daily stress including more workload, large class size and disengaged students. Thus, these teachers respond to such students with less support and more coercion.

To sum up, this study showed that some students have disaffection because teachers use opposition interaction and this interaction relate with student engagement based on students' responses. That is why, three important qualities of teacher-student interaction; relatedness, competence and autonomy are needed according to self- determination theory.

Suggestions

This study gives the following suggestions.

- (1) Students should be provided with academic tasks that are challenging, authentic, integrating across subjects area. Thus, they can have more experiences to relatedness.
- (2) They should be promoted their intrinsic motivation and encouraged to discover their own interest and goals so that their competence can increase.
- (3) They are needed to explain the importance of activities and rules and to solicit their own ideas. Their ideas should be respected in order to increase their relatedness.
- (4) Disaffected students are needed to treat with more caring, warmth, involvement, structure and autonomy support.
- (5) Students should be given opportunities that can meet and discuss their difficulties with their teachers closely and friendly.

Thus, students' basic needs could be filled by using these ways. It can be expected that quality teacher-student interaction will be promoted by using these suggestions. The twenty-first century poses a paradox for higher education. This study could supply university teachers to better understand how they interact with their students. This study will assist teachers to understand students' attitudes toward teacher-student interaction, to encourage students' participation in learning, to solve students' difficulties, to espouse proper and efficient teaching strategies to achieve a better performance in teaching.

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