



Effect of Teachers' Informal Interaction on Academic Performance of Students: Comparison of Students' Perception at Secondary Level

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Abstract

The purpose of this study was to find out the effect of teacher's informal interaction on students academic performance. Student-Teacher informal interactions are very important for the development of the students' academic self-concept and enhancing their enthusiasm. The interaction between teacher and student has always been a central interest of the educationists. This study was based on survey research design and descriptive in nature. The total Population of students was 8487 at secondary level. The sample of study was 380 students of private and public secondary schools in district Poonch. Simple random sampling technique was used to select sample and sample size was drawn by using Morgan and Krejcie table. The data was collected using questionnaire which was developed by the researchers. It was consisted of 33 items. The collected data was analyzed using SPSS and interpreted for drawing the conclusions. For analyzing the data independent sample t. test was applied. The results of the study showed that teachers provide opportunities to students that help to understand the perspectives of others and develop sympathy. Students' academic performance is commonly measured through examination or continuous assessments and students achieve better outside the classes where they feel that the atmosphere is safe. Informal interaction is helpful for students to be motivated for homework and student's homework shows the good reflection. So there is a need that there must be training for Inservice and preservice teachers to develop skills of informal guidelines for students to solve their study related problems.

Key words: Informal Interactions, Academic Performance, Secondary Level Students



Introduction

Informal interaction plays a fundamental role on student performance. The teacher-student interaction has positive impact productively on a student's self-esteem and it also enhances their skills. Informal interaction is very important for the development of the students' academic self-concept and enhancing their enthusiasm and success. Children engage in much important social interaction that is also influential within the school context. Such interaction includes those with their peers and with teachers. Teacher-to-student interaction influence on student theoretical success, Teacher's support can only be achieved by a positive interaction. In this era that is considered by responsibility and high stakes testing for both teachers and students. However, learning involves both the mental and social psychological scopes, and both the procedures must be measured to achieve good results (Koca, 2016).

Teacher descriptions as well as student observations about interactions between teachers and students how these affect the academic performance of students will be discovered. Student teacher relation and academic performance is basically a complex association. It may vary student to student or class to class. It may influence the different grade level differently. Informal interaction is a vigorous element in the successful academic career of students. Informal Interaction is basically an effect of one subject on another. The two-way effect idea is important in the concept of interaction, as it is opposite to the one-way casual effect.

Informal Interaction refers to the type of interaction which streams toward each path, Interaction that happen outside institutional structures or organizations. Happen at the time, with the members, and about the current themes (Genius, 2015). Informal interaction is an imperative procedure of data sharing. It is a procedure through which people share data between or among themselves in a specific situation. Teachers show a major role in refining the theoretical act of students. The author also pointed out that due to the complications in student -to- teacher interaction the overall academic performance of the student will be affected (Christiansen, 2002).

Teachers can motivate students to learn if they take creativity to build good relationship with students. Strong belief of teachers on the fact that building strengthened interaction with students motivates students towards good academic performance. Therefore, it put emphasis on the requirement to take benefit from these views for the assistance of the students. It is notably vital that teachers should be know how they are affecting their students, and powerfully put in mind how students perceive them.. It's a teacher responsibility to fulfil the emotional and academic needs of students. The surrounding helps students to be strong both intellectually and interpersonally. Positive interaction between teacher and student makes the overall surrounding positive that strengthens the students overall performance in daily life. When there is a strong student teacher interaction all students participate in the class tasks especially ethnic minorities encouraged. Whenever a student faces any problem in studies he openly discusses with teacher and gets the problem solved. So it is necessary for the teachers to convey on exercise for making relations with pupils more good then get response that students skills are improving. Moreover, the responsive interaction among teachers and students also takes great impact on students . Students get inspired by the teacher when they saw their teacher's devotion to students' academic performance (Knoell, 2012).



Informal interaction depends on the relationships they have with teacher. When students identify close and positive interaction with teachers, they are more prone to belief them and thus are more encouraged to succeed, when students notice that they have conflict and negative relations with teachers, they don't like and trust teacher which affects their academics they don't feel motivated towards success and may be disobedient towards the teacher. Many studies have stated that students' academic performance is also a factor that influences the student teacher relationship (Christenson, 2012).

Class room environment create healthy relationship that encourages students are practice their energies and desires so as to complete their academic aims. Some children involve in many important social interaction like with their peers, friends and teachers. These relations affect achievement with numerous school fields counting public, educational and social areas (Brook, 2012). It is imperative that educators realize their students so as to make fitting arrangement of difficult exercises for the scope of unmistakable capacities inside the classrooms. In the event that instructors seek after positive associations with understudies and adjust class work that enables understudies to raise their own importance, there are higher odds of understudies carrying on and taking part viably in learning undertakings along these lines affecting the understudies' scholastic execution. It is contended that understudies who live in school normally refer to a decent instructor and think about that as among the best parts they would say subsequently making a fortifying thought that understudy educator connections transparently affect understudies' scholastic execution. Overall, student-faculty interactions have significant impacts on academic achievement. Teacher interactions accounted for 48% of the variance in academic gains.

Student-faculty interactions was negatively correlated to college satisfaction and positively correlated with general knowledge adequacy and college satisfaction. frequency of student-faculty interactions not only have an effect on students' perceived gains in science and mathematics courses, but also that increased informal student-faculty interaction had a significant effect on the nature of students' effort in science courses. In measuring qualitative traits of student-faculty interaction; three qualities of student-faculty interactions accounted for of the variance in participant' academic self-concept: approachability, respectful interactions, and off-campus interactions. Additionally, academic achievement was significantly correlated with perceived approachability of the professor. It is discovered that understudies have lower odds of leaving school when they relate with instructors who are sure disapproved, imaginative and individual focused as opposed to the individuals who are negative and have a wanton frame of mind (Christiansen & Liberante, 2012).

Students only succeed in school when they are trained to increase their learning ability and remember material taught in the classroom. In student academic outcomes it is generally agreed that early providers are vital as future development comprising later academic success and as well as potential career chances are directly linked to the early academic accomplishment. Teachers are the mentors of students that motivate students to perform well in academics and teachers should realize the importance of building positive relationship as students get motivated by good environment (Koca & Felder, 2016).

Informal interaction between Student and teacher hypothesizes that what a student experience in school totally dependent on teachers. Along with traditional teaching academic skills teacher should regulate extracurricular activities, teach them how



they can improve their communication, teach them how to cope with difficult situation, give them an emotional and behavioral support and make available opportunities to form noble relations. Teachers are role model for students they spent a lot of time together. When there will be a good relationship between them, teacher will also be attentive to spend further time and energy endorsing student success.

Students, teachers and institutes achieve their short and long term objectives through academic achievements. To measure whether a student is academically sounds good examinations and academic assessments are carried out but there's no agreement which showed that this best evaluation method or what features are most significant to increase practical information such as skills or declarative knowledge such as facts. To understand the direct effects of informal interaction and good academic record institutes receive more money than school with fewer achievements. Studies also reported statistically the impacts of conflictual or negative student teacher relationship and academic performances (Dubow, 2009).

Over the past years, there has been significant research on the possible importance of student-teacher interaction as they relate to student motivation and classroom learning practices. Teacher student interaction is a vigorous element in the successful academic career of students. Informal interaction influenced on student teacher relationship which directly affects students' academic performance. The problem is that, In schools mostly teachers and students are formally interact with each other but informal interaction of students and teachers put a huge deep influence on students' performance, so there is a need to consider informal interaction to make sure the better performance of students . Hence the researcher intended to study the effects of teacher informal interaction with students on their academic performance at secondary level at district Poonch Azad Jammu and Kashmir.

Objectives of the Study

The objectives of study were:

1. To compare the effect of informal interaction with respect to gender of students.
2. To find out the academic performance of students through informal interaction.

Literature Review

Teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students' developmental, emotional and educational needs. Teaching is a people profession that demands a large amount of time being dedicated to personal interaction. Teacher's informal interaction has a very crucial role for effective teaching and learning to take place .Informal interaction can be defined by shared acceptance, understanding, affection, intimacy, trust, respect, care and cooperation and teacher Student interaction depends on very large extent upon effort from both parties although the teacher plays a key role and in fact, the responsibility, to initiate positive interaction. Several research have been done concerning evaluating the empirical literature describing the teacher-student informal interaction and the effect of this interaction on student performance and behavior by perusing text books and professional journals. Interaction originates from Latin bury, which means between, and back importance to do or to act any "activity between" is viewed as a connection, similar to the association among instructor and an understudy (Cordier, 2016). Cooperation is a sort of activity that happens as at least two articles have an impact upon each other. The possibility of a two-way impact is fundamental in the idea of association, instead of a single direction causal impact .If you



connect with somebody by talking, looking, sharing, or taking part in any sort of activity that includes you two, you can be said to have had a collaboration with that individual (Imperial, 2008).

Informal interaction can be between or among kids, adolescents or older individuals who are for the most part inside a similar age section. For instance, in a specific network, say a town, youngsters who are for the most part inside a similar age section assemble themselves to play. Amid such assembling, they trade thoughts. Therefore, they gain so much from their companions moreover, that casual connection empowers people to gain from their friends amid cooperation as data is shared between or among such people. Casual association considers the trading of thoughts between or among companions.

Informal interaction is the type of collaboration wherein the data is traded immediately between at least two people without adjusting the recommended authority rules, forms, framework, customs and hierarchy of leadership.

Likewise, informal interaction happens in the schools between or among students. Informal interaction advances dynamic realizing which could prompt the comprehension of the idea under discourse just as the improvement of the understudies' psychological space and self-confidence, discourse among friends, for example, understudies wipes out dread, strain and so on and creates bravery among them while talking about issue with other individuals. A standout amongst the most unadulterated and profoundly motivational connections is that of a given instructor and willing understudies. Nearly everybody has a most loved and those we loved less, it thoroughly relies upon how the understudy instructor relationship were created, sustained and offered space to advance. Lined up with the connection hypothesis positive STI allows the understudies to impress and safe in their knowledge condition and give period to social and educational abilities. Teachers who motivate understudies in education condition can definitely move their academic results which are critical for long way of academic achievement and in the end business. Specialist who has explored STI for further established understudies have discovered that positive STI are related with positive educational and social results for secondary school understudies (Kim lee, 2016).

Educator understudy connections are one of the elements impacting understudies' scholarly results at school. The manner in which understudies see their connection with the educator some of the time results not quite the same as what instructors think about themselves. Changes in recognitions exist among understudies, how they see their association with their instructors.

Research Methodology

The descriptive method is useful for examining a variety of educational problems. The descriptive design is used in this research and researchers addressed the questions regarding to the effects of teachers' informal interaction with students on their academic performance at secondary level at district Poonch. This study builds on an existing body of research that teachers informal interact with students in secondary school education and how teachers and students are interact or effect by this. Descriptive research was used and it is appropriate for research due to the causes primarily that it covers the restrictions of a particular design because it facilitate researcher to assimilate the quantitative data. Qualitative data was also used for the validation of results of quantitative data. So Researchers used survey questionnaire to investigate informal interaction in the views of students. The main function of this type of research is to show the attitude, experience,



behavior, or performance in the form of percentages, averages, mode, median, and percentile etc. A survey provides an authority to the researcher to collect the data about selective sample from the desired population. Current study's population was contained of all the students in secondary schools of district Poonch. The total number of students was 8487. In the current study, stratified random sampling technique is used because there is a large population. The sample size by the Krejci and Morgan sampling table was 380 students. The research study used questionnaire as a data collection instrument. I have prepared a questionnaire to get the responses of students. The questionnaire was designed to assess the following categories: Informal interaction and Students' academic performance, questionnaire was comprised of several themes such as informal interaction, teacher's interaction with students, and students' performance through informal way. Questionnaire was consisted of 33 close-ended items which are easier to achieve and to analyze. Questionnaire was developed by deriving objectives of the research and relevant literature. Five point Likert scale was chosen to collect the answer of people as quantitative data. After applying Cronbach's alpha α it was found that all the statements of the instruments existed on a suitable reliability as $\alpha=.750$

For data collection the appropriate approval changed into taken with the involved relevant authority from DEO office Poonch. It became confirmed that the research sample would be the students. Students had been contacted within their respective schools. They had been informed about the objective of study and instructions had been made to read each statement of scale carefully to get their true and honest responses. They had been additionally told that the proper and honest reaction of them could be helpful for the work. In a sheet having demographic information attached the contribution put the information about them personally. The questionnaire is administered personally by the researcher, to the respondents of the study for the data collection. Data was collected by hand with the participants in their respective schools as well as sending and receiving the questionnaire in some of the schools through a trained research assistant.

Data Analysis

After the collection of entire data, it changed into sequence and analyzed. To analysis close ended questions, a software program (SPSS) as Statistical Packages for the Social Sciences was used. Quantitative records were accumulated by using questionnaire and further analysed. T-test independent sample was used for difference of opinion of student's gender wise.

Table 1: t.test Result of Students Regarding Character Building

Factors	Gender	N	Mean	Std. Deviation	t value	df	sig
Character building of students	Male	157	18.80	3.100	2.668	378	.008
	Female	223	19.68	3.216			

The interpretation of the above table 1 examine that there is a significant difference between the opinion of male and female students about the character building aspect of informal interaction of students because the p-value is .008 which is less than .05 ($p < .05$). T value is 2.668 and degree of freedom is 378. The mean value of female students 19.68 is



slightly greater than mean value of male students.18.80 .It is conclude that there is significant difference between opinion of male and female students because female consider more than male that informal interaction develops the character building of students.

Table 2: T-test on Students Data Regarding Teachers Behaviors and Disciplined

	Gender	N	Mean	Std. Deviation	t value	df	sig
Teachers behaviors and disciplined	Male	157	39.57	9.542	8.822	378	.000
	Female	223	46.92	6.704			

In Table No. 2 it is found that that there is a significant difference between the opinion of male and female students about teachers behaviors and disciplined aspect of informal interaction of students because the p-value is .000 which is less than .05 ($p < .05$). T value is 8.822 and degree of freedom is 378. The mean value of female students 46.92 is greater than mean value of male students.39.57. It is conclude that there is significant difference between opinion of male and female students because female consider more than male that informal interaction develops the teachers behaviors and disciplined.

Table 3: T-test on Student's Data Regarding Students' Academic Performance

	Gender	N	Mean	Std. Deviation	t value	df	sig
Students' academic performance	Male	157	20.05	3.360	.056	378	.955
	Female	223	20.03	3.313			

Table No. 3 established that there is not a significant difference between the opinion of male and female students about students' academic performance aspect of informal interaction of students because the p-value is .955 which is greater than .05 ($p > .05$). T value is .056 and degree of freedom is 378. It is conclude that there is not a significant difference between opinion of male and female students because mean value of female students is same to mean value of male students that informal interaction develops the academic

Table 4: T-test On Student's Data Regarding Importance of Motivation Aspect of Informal Interaction

	Gender	N	Mean	Std. Deviation	t value	df	sig
Importance of motivation	Male	157	10.89	2.787	3.562	378	.000
	Female	223	11.88	2.597			



Table No 4 given out that there is a significant difference between the opinion of male and female students about the importance of motivation aspect of informal interaction of students because the p-value is .000 which is less than .05 ($p < .05$). T value is 3.562 and degree of freedom is 378. The mean value of female students 11.88 is slightly greater than mean value of male students.10.89. It is conclude that there is a significant difference between opinion of male and female students because female consider more than male that informal interaction develops the importance of motivation.

Table 5: T-test on Students Data Regarding Homework Task Through Informal Interaction

	Gender	N	Mean	Std. Deviation	t value	df	sig
Students homework task through informal interaction	Male	157	24.12	5.208	2.872	378	.004
	Female	223	25.73	5.475			

The description of the above table No. 5 reveals that there is a significant difference between the opinion of male and female students about students homework task aspect of informal interaction of students because the p-value is .004 which is less than .05 ($p < .05$). T value is 2.872 and degree of freedom is 378. The mean value of female students 25.73 which is greater than mean value of male students.24.12. It is conclude that there is a significant difference between opinion of male and female students because female consider more than male that informal interaction develops the students homework task

Table 6: T-test on Overall Difference of Mean of Male and Female Students

	Gender	N	Mean	Std. Deviation	t value	df	sig
Overall	Male	157	113.43	18.647	5.879	378	.000
	Female	223	124.24	16.915			

Table No 6 identify that there is a significant difference between the overall mean of male and female students on effects of teachers informal interaction on students performance because the p-value is .000 which is less than .05 ($p < .05$). T value is 5.879 and degree of freedom is 378. The mean value of female students 124.24 which is highly greater than mean value of male students 113.43. It is conclude that there is a highly significant difference between male and female students because female consider more than male students.

Conclusion

From the results of the study, it was determined that teachers informally interact on student academic performance. Teachers show creativity as well as inspire students' creativity and make efforts for character structure of the students. Students should provide safe atmosphere here at school. They should ready for practical life through co-curricular activities. Schools struggle for development of child-friendly environment. The views of



students and teachers about the effects of teacher's informal interaction on students' performance also analyzed.

It is conclude that informal interaction promote different values among students like (sympathy, patience, punctuality) ,and developed students confidence .From the result of study it is conclude that students are more creative and they have positive attitude toward learning .Teachers give chance to students that students share their ideas with others and they increase creativity among students .It is also conclude that interaction can develops personality of students.

Recommendations

1. It is recommended that there must be training for Inservice and preservice teachers to develop skills of informal guidelines for students to solve their study related problems.
2. It is recommended that teachers must try to increase informal interaction among students to build confidence .
3. It is recommended that teachers must be guided to have 5 to 10 minutes of discussion after each lecture and in this discussion slow learners must be apricated to actively participate in discussion.

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