Students' Perception of their English Lecturer's Interpersonal Behaviour and Achievement in English as a Subject

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ABSTRACT

Teachers' beliefs influenced the interpersonal behaviours they exhibit which significantly affect, correlate and predict students' achievement, motivation and behaviour. The interpersonal teacher circumplex model identifies eight possible interpersonal teacher behaviours which represent the control and affiliation dimensions. Despite various findings on the connection between teacher's interpersonal behaviours and their benefits to students, studies recorded in Malaysia and on tertiary education are limited. Past studies have found no connection between positive interpersonal behaviour and students' achievement. Hence, this study aims to find out whether students of different academic achievement significantly perceive the interpersonal behaviour of their English lecturer differently. The adapted Malay version of the Questionnaire on Teacher Interaction (QTI) was administered to 128 students of a university college in Malacca, Malaysia. The respondents were categorised as poor, average and excellent achievers according to the final grade they received. It was found that the English lecturer was mostly understanding and least reprimanding in behaviour as well as exhibiting positive control and affiliation over the students, behaviours that were different than the expected behaviour of ASEAN teachers. A one-way ANOVA test found that respondents from poor achievement group significantly perceived the English lecturer to be more reprimanding, uncertain, dissatisfied yet accommodating compared to average and excellent achievers. This finding suggests that positively associated teacher behaviours like steering, understanding and friendliness do not result in grade improvements among students.

INTRODUCTION

The proximity and influence from teachers were found to positively relate to students' cognitive and affective outcomes (den Brok et al., 2004). It has been established through multiple researches that positive interpersonal behaviours such as friendliness and exceptional leadership of the teachers contribute towards an increase in motivation, participation, and improvement of behaviour. However, for past studies on interpersonal teacher behaviour that was based on the Model of Interpersonal Teacher Behaviour (MITB), there is no evidence that suggests significant improvement on students' achievement.

To date, studies focusing on interpersonal behaviour in the context of teaching and learning were mostly carried out at the school level; similar ones done in tertiary settings on the interpersonal behaviour between the lecturer and their students are scarce. It is expected that the students from higher education are better-behaved and matured than those at the primary and secondary education levels. Hence, it is intriguing to see whether there would be any differences in perception between school students compared to their counterparts at the tertiary-level.

With these issues in mind, the study set out to fulfil the following objectives:

•   to verify the most and least common interpersonal behaviours exerted by an English lecturer from a higher learning institute according to their students;

•   to determine whether the students perceive more positive or negative affiliation and control from their English lecturer;

•   to identify whether there is any significant difference between students' achievement in English as a subject and the perceived level of interpersonal behaviours exhibited by their English lecturer; and

•   to identify whether there is any significant difference between students' achievement in English as a subject and the perceived level of affiliation and control exhibited by their English lecturer.

The concept put forth is that the behaviours exhibited by the lecturer have significant effects on the students' learning outcome. This assumption is made based on the reports of improved interest in the subject (Fisher et al, 2005) and subject-achievement (Sivan & Chan, 2003). For this study, the primary focus is on how students with different achievements in English perceive the behaviours shown by their lecturer. It is expected that students who perceived their lecturer to be more positive and less negative in his/her behaviours are also those who scored well in the subject. Figure 1 (below) depicts the framework of the study, providing a visualization of related concepts.
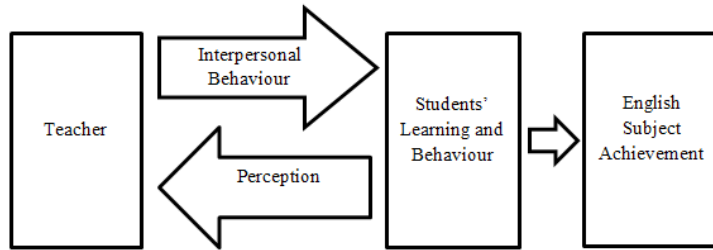
Figure 1. Conceptual framework of the study

TEACHER INTERPERSONAL BEHAVIOUR

Model of Interpersonal Teacher Behaviour (MITB)

Leary (1957) developed the Model of Interpersonal Behaviour to gauge subjective behaviours. At its first inception, it was simply a two-dimensional axes of influence and proximity that was not specific to teachers and more towards the general masses (see Figure 2). One axis (vertical) represents influence which shows the person in charge of the communication process. The other axis (horizontal) shows proximity which indicates the closeness or cooperation between those involved in the communication process. Opposite behaviours are represented by these two axes; with Dominance and Submission as an indication of influence; and Cooperation and Opposition representing proximity. These dimensions help to show how much influence and proximity was given by the people in the relationship.

The Leary Model of Interpersonal Behaviour was then adapted to the MITB (Figure 3) to specifically suit teachers. 8 quadrants of different interpersonal behaviours that can be exhibited by a teacher were identified. Leadership represents
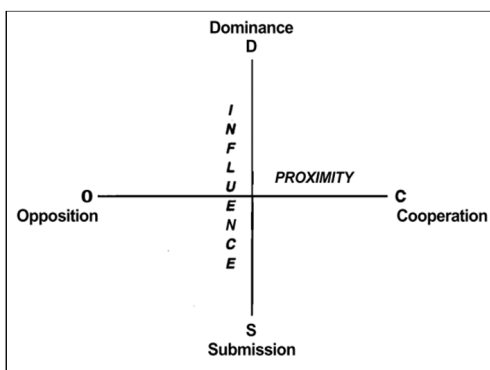
Source: Goh (1994)
Figure 2. Leary model of interpersonal behaviour
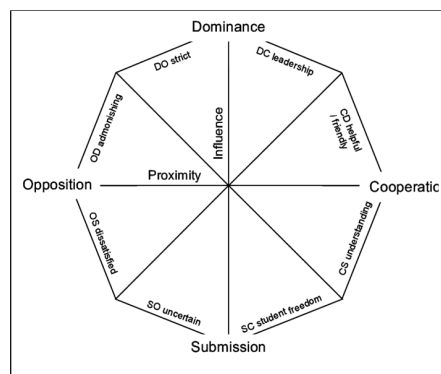
Source: Fisher et al. (1995)
Figure 3. Model of interpersonal teacher behaviour

the provision of leadership and attention management of the teacher. Helpful/friendly signifies friendliness and helpfulness portrayed by the teacher. Understanding denotes caring/concern/understanding behaviours toward the students by the teacher. Student responsibility and freedom refers to opportunities given by the teacher to the students to assume responsibility for their own learning. Uncertain depicts uncertainty and dissatisfied represents dissatisfaction and unhappiness directed at the students by the teacher. Admonishing is an expression of anger/temper/impatience by the teacher in class. Strictness and demands aimed towards the students by the teacher is indicated by strict.

Every teacher has his own preferences when approaching his/her students. For instance, teachers can be overtly friendly or authoritative or submissive in the relationship. These differences result in the portrayal of different behaviours which can be observed by students and they are considered as the teacher's interpersonal behaviour (Petegem et al., 2008). This is somewhat similar to another interpretation of teacher interpersonal behaviour which defines it as communication strategy that creates different types of relationships with students (Telli et al., 2007). It has also been identified as the behaviour that stems from the interactions that occur between teacher and students in the classroom (Goh, 1994.). Nonetheless, teacher's behaviours would stabilize over time through routines, rules and procedures; creating a default preference for the teacher.

Interpersonal Teacher Behaviour Circumplex Model

The MITB was later updated resulting in a circular instead of a hexagonal shaped model that allows for better representation of how all eight behaviours are connected. It is this revised version of Leary's theory by Wubbels et al. (2012) (Figure 4) and its accompanying model that is the basis and theoretical grounding of this study. There are also other additional changes in which the names of the behaviours were updated to better represent the teachers' action in interaction.
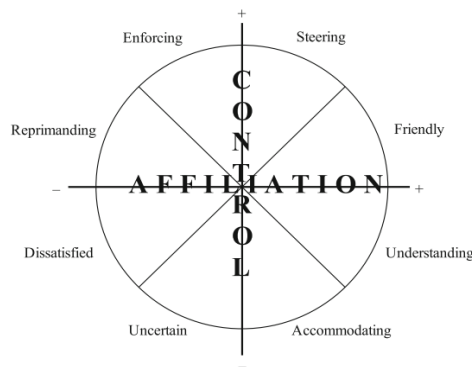
Source: Wubbels et al. (2012)
Figure 4. Interpersonal teacher behaviour circumplex model

Once the values for all eight behaviours are determined, they can be used to identify the levels of affiliation and control exhibited by the teacher. There are four specific behaviours that represent each side of the spectrum. For instance, reprimanding, enforcing, steering, and friendliness represent positivity in regard to control. On the other hand, teachers' negativity in their control over their students is represented by dissatisfied, uncertain, accommodating and understanding. All values are then added up to find their mean average for the side that they represent and a value closer to 5 indicates strong agreement whereas a value closer to 1 means strong disagreement. Similar calculation applies to affiliation. Measuring this requires the use of the Questionnaire on Teacher Interaction (QTI)

Through the questionnaire, the study can identify and provide exact numbers for each of the eight behaviours which shows how frequent they are exhibited by the teacher. A smaller number means less frequent and vice versa. After all 8 behaviours (Steering, friendly, understanding, accommodating, uncertain, dissatisfied, reprimanding, and enforcing) have been plotted; the study would be able to determine the extent of control and affiliation exercised by the teacher.

Behaviour Preferences and their Effects

Past studies must be consulted when categorizing behaviours into positive or negative. Positive behaviours should be behaviours that improve on students' motivation, attitude, behaviour, achievement, and they must also positively impact the teachers. Negative behaviours result in negative outcomes.

Steering and friendly behaviours are considered as positive since these traits are reflective of teachers with students who display lesser behavioural and emotional difficulties (Poulou, 2015). Understanding is also positively associated behaviour as they are considered part of effective teacher behaviour (Misbah et al., 2015). Meanwhile, accommodating behaviour is categorized as both positive and negative whereby the teacher must balance it according to the requirement of the students (Turliuc & Marici, 2013). Uncertainty was found to be a negative predictor of achievement; thus it is considered negative behaviour (Wei et al., 2009). There is a negative correlation between dissatisfaction and students' self-efficacy in learning science which meant it is negatively associated (Smart, 2009). Reprimanding and strictness were identified to be negatively correlated to students' enjoyment, attitude and values; hence they are labelled as negative behaviours. However, it should be noted that the pattern observable here in categorizing these variables fits nicely in the affiliation dimension of the interpersonal teacher behaviour circumplex model. The four positively associated behaviours are part of positive affiliation whereas the four negative behaviours are part of negative affiliation.

Educators should also consider the overall impact that their behaviour would have on control and affiliation rather than a specific behaviour alone. This is due to these dimensions representing the overall

interpersonal relationship between teachers and students. As mentioned in the previous sub-topic on MITB, 4 behaviours represent each side of the positive-negative dimensions for both control and affiliation. The inclusion of 4 negatively toned behaviours; uncertain, dissatisfied, enforcing, and reprimanding are actually necessary for positive control and affiliation. Teachers need to reprimand, show authority and enforce rules as lack thereof can lead to misbehaviour like bullying (van der Zanden et al., 2015). Previous studies have also found positive control to have significant influence on students' wellbeing and outcome (Petegem et al., 2008; Telli, 2016).

METHODS

Research Design

This research was designed around one lecturer and the students under his tutelage who were enrolled in the same program and course. Therefore, it is a case study of the interpersonal behaviour of one lecturer; and how the behaviours exhibited by the lecturer in the relationship are perceived by students with varying achievements in English as a subject. This design was chosen as it allows for a deeper understanding of the complexity of the case in hand. Although most case studies in the social sciences are approached qualitatively using interviews and observations, it is still acceptable to use a quantitative method of data collection. Hence, in this study, it was approached quantitatively with the use of questionnaires as its only instrument.

Because this is a case study, the population was identified early on. The English lecturer who agreed to volunteer for this study will have his students as the population. Since there were only 128 students, all of them were required to participate in this research; removing the need for sampling. Fortunately, all of them shared similar characteristics that would limit the interference of outside variables. First, they were enrolled in the same programme. Second, they took the same course under the English lecturer. Third, and perhaps most importantly they were all Malaysian tertiary education students.

Procedures Employed

In order to achieve the objectives of this study, the 48 items QTI by Fisher et al. (1995) was adapted to Malay, pilot tested and checked for validity and reliability before being administered to the 128 samples of 34 (26.5%) males and 94 (73.4%) females. All 48 items were short statements regarding how the teacher reacted to different situations in class with his students. A 5-point Likert scale was used to determine the frequency of each item. 1 representing never, 2 meaning almost never, 3 indicating somewhat always, 4 equalling almost always and 5 showing always.

In measuring subject achievement, the study looked into the students' cumulative marks for the English course at the end of the semester. The samples were required to complete 60% coursework and sat for a 40% final examination. The coursework was divided into quizzes (25%), a presentation (15%) and an assignment (20). The score that they received would determine their grade which ranged from A+ to an F. This grade was used to distribute students into specific achievement groups of excellent, average and poor achievers (refer to Table 1).

Table 1

Division of samples according to their achievement in English as a subject

Level of English language Achievement	Grades received
Excellent	4.00
Average	3.00 – 3.99
Poor	2.00 or less

The researchers personally visited the class of the lecturer and administered the questionnaire for a short pre-determined period. The researcher had informed the samples that the acquired data would be kept private; and all participants including the lecturer would remain anonymous. These steps were necessary because the samples were required to identify themselves to determine their English language score at the end of the semester. Thus, they might be concerned over the privacy of their answers which could affect the acquired raw data.

Descriptive statistics and Analysis of Variance (ANOVA) using SPSS were used to achieve the objectives of the study.

FINDINGS AND DISCUSSION

The Lecturer's Interpersonal Behaviour

The scores recorded for all eight interpersonal behaviours by the respondents were identified and as mentioned before, the higher the score the more frequent the behaviour was observed.

At number 1 with a mean score of 4.46 (SD=0.43) is understanding. This is followed by steering behaviour with 4.21 (SD=0.47) and friendly behaviour (M=4.12, SD=0.52). Enforcing behaviour is in fourth place with 2.55 (SD=0.68) while accommodating is

in fifth with 1.89 (SD=0.44). At sixth and seventh are uncertain (M=1.60, SD=0.62) and dissatisfied (M=1.36, SD=0.39), respectively. The behaviour with the lowest score is reprimanding with a mean average of 1.22 (SD=0.44). The third (friendly) and the fourth (enforcing) ranked behaviours have a noticeable gap of almost 2 points. This might seem odd; however, in the grand scheme of things, it could be due to the lecturer having a tolerant-authoritative relationship with the students (Rickards et al., 2005).

This deduction is based on the high score recorded for steering, friendly and understanding behaviours; with average score for enforcing behaviour and low score for accommodating, uncertain, and reprimanding behaviour (see Figure 5). In other words, the lecturer in this study took charge of the lesson but was still able to show tolerance by being friendly and understanding to the students. In fact, this particular pattern of interpersonal behaviour is considered the most cooperative out of all possible student-teacher relationships (Misbah et al., 2015).

However, taking charge also meant that there was less room for students to experiment on their own which shows in the low score for accommodating. Ideally,

students prefer teachers who also promote student freedom (Wei et al., 2009). On a positive note, uncertainty and enforcement were perceived to be less; probably because the lecturer was able to steer the respondents in the right direction. Additionally, since the lecturer showed high understanding, it led to less reprimanding behaviour, akin to how friendliness overshadowed dissatisfaction.

The Lecturer's Control and Affiliation

The cumulative scores received for all behaviours allowed us to identify the extent of control and affiliation practised by the teacher. The following table (Table 2) shows the descriptive statistics of items on the level of control and affiliation practiced by the English lecturer as perceived by the respondents.
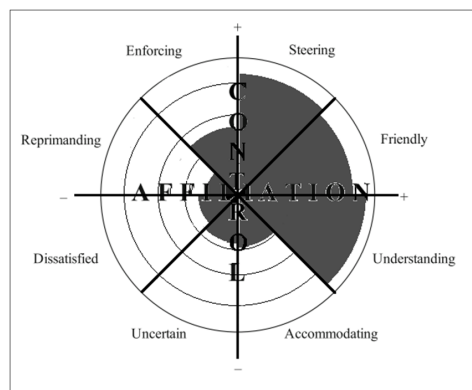
Figure 5. Visual representation of the lecturer's interpersonal behaviour

Table 2
Descriptive statistics of items on the level of control practiced

	N	Mean	Std. Deviation
Positive control	118	3.03	0.33
Negative control	120	2.32	0.29
Positive affiliation	119	3.67	0.31
Negative affiliation	120	1.67	0.38

Based on the scores it was identified that the English lecturer was more positive in control and affiliation with his students. The small difference of 0.71 between positive and negative control is similar to another study by Telli (2016) which found that language teachers were often rated lower in the control dimension compared to other subject. The same issue could be present here as language subjects are often perceived to be less demanding and controlling on students. Nevertheless, positive control is integral

to a teaching and learning environment as students prefer to have more teacher support and clear directions in maintaining cohesiveness in task completion (Wahyudi, 2010). Furthermore, communication in the classroom will also be pleasant as the teacher positively maintains control over it (Misbah et al., 2015). With high levels of control, misbehaviours such as bullying will also diminish (van der Zanden et al., 2015)

The observation for affiliation is definitely more intriguing as the gap between positive affiliation and negative affiliation is exactly 2 points. By comparison, most of the neighbouring countries where similar studies have been conducted such as Indonesia and Brunei, found that their teachers were rated negatively in affiliation (den Brok et al., 2005a, 2005b; Maulana et al., 2012)

It was even argued that there was a large power difference between teachers and students in ASEAN countries which caused a more repressive relationship between them. Hence, the relationship that the lecturer in this study has with his students is different even though the study was conducted in the same region. The reason for this dissimilarity could be because the respondents of this study are students at the tertiary education level, compared to the secondary school students sampled by the past studies mentioned. Younger students would require more steering, friendly, understanding, and accommodating behaviour to shape and prepare them for social life. All these behaviours are indicative of positive affiliation. They are also expected to listen to the authority figure without any issues. Similarly, tertiary students are also supposedly more mature and can listen to instructions effectively.

The Perceived Interpersonal Behaviours of the English Lecturer Based on Respondents' Achievement in English as a subject

Table 3 shows the distribution of respondents according to their English language achievement.

There were four behaviours identified as insignificant and another four as significant (Table 4). The behaviour that is least significant according to the respondents' achievement in English as a subject is Friendly with p=0.48 [F (2,122) = 0.75]. Next insignificant behaviour is understanding behaviour [F (2,125) = 1.46, p=0.24]. This is followed by steering with p value of 0.19 [F(2,124) = 1.68] and enforcing behaviour [F(2,121) = 2.69, p=0.07].

This means that regardless of achievement in English as a subject, the respondents were indifferent to their English lecturer's friendly, understanding, steering and enforcing behaviours. Now we would

Table 3

Frequency statistics of the respondents according to their achievement in English as a subject

	Frequency	Percentage
Excellent	32	25.0
Average	70	54.7
Poor	26	20.3
Overall	128	100.0

Table 4

One way ANOVA multiple comparison test between the 8 interpersonal behaviours and achievement in English as a subject

	df	Mean Square	F	Sig.
Steering	2	0.37	1.68	0.19
	124	0.22		
	126			
Understanding	2	0.27	1.46	0.24
	125	0.18		
	127			
Uncertain	2	1.19	3.23	0.04
	124	0.37		
	126			
Reprimanding	2	0.64	3.48	0.03
	123	0.18		
	125			
Friendly	2	0.20	0.75	0.48
	122	0.28		
	124			
Accommodating	2	0.57	2.99	0.05
	120	0.19		
	122			
Dissatisfied	2	0.71	4.83	0.01
	123	0.15		
	125			
Enforcing	2	1.20	2.69	0.07
	121	0.45		
	123			

like to take the opportunity to point out that these four behaviours were actually the four most frequently perceived behaviours practised by the lecturer. In the previous studies, these behaviours were often found to have positive association, relationship and impact on the teaching and learning experience (den Brok et al., 2005b; Maulana et al., 2012; Spivak & Farran, 2016). Hence, it is peculiar that this study found no difference in perception of these four behaviours among students with different levels achievement in English as a subject.

From a different viewpoint, it might be that academic achievement is a factor that is least influenced by positive interpersonal

teacher behaviour. As seen in China where uncertainty was the only behaviour that had significant association with achievement in English as a subject (Wei et al., 2009). Teacher's interpersonal behaviour was also found to be insignificant in predicting students' cognition (Sivan & Chan, 2013). However there was a study which emphasized positive interpersonal skills because it found positive relationships between teachers and students had an effect on students' achievement (Witherspoon, 2011). Interestingly, that particular study did not utilize the QTI to gather information on teachers' interpersonal behaviours. Thus, the inability to relate positive behaviours with subject achievement may also be due to the instrument used, as all the previous studies mentioned earlier had used QTI as their main instrument.

Nevertheless, being overtly friendly, understanding, enforcing, and steering may not be enough to improve the students' achievement in the subject taught. However, it is not warranted to discard these behaviours altogether since they are as mentioned earlier, the students' preference for an ideal teacher. In fact in another study, three out of the four interpersonal teacher behaviours; friendly, understanding and steering can be used to predict students' attitude towards the subject and even their affective domains (Sivan & Chan, 2013). Hence, they are still useful in getting students to participate during the class activity and improve their attitude and motivation towards the subject. As established before, motivation is key predictor of subject achievement and

teachers can show positive interpersonal behaviours with the hope that the students will be motivated to learn the subject (Smart, 2014).

Behaviours that are identified to be significant based on achievement in English as a subject of the respondents are accommodating [F $(2,120) = 2.99$, p=0.05), uncertain [F $(2,124) = 3.23$, p=0.4], reprimanding [F $(2,123) = 3.48$, p=0.03], and dissatisfied [F $(2,123) = 2.99$, p=0.01]. Hence these four behaviours which coincidentally scored the lowest, were perceived differently by students with different levels of achievement in English as a subject. Because the p value is similar or less than 0.05, the four behaviours underwent post-hoc LSD multiple comparison tests. It was hoped that it would provide a detailed understanding of how each group of excellent, average and poor achievers view their English lecturer's interpersonal behaviours.

Looking at the data (Table 5), the differences in score were identified as significant at the p<0.05 level between the poor achievers and the average with p=0.02. Furthermore, the differences in mean score between poor achievers and high achievers were also significant (p=0.03). However, there was no significant difference in the mean scores between the average and excellent achievers with p=0.91. Therefore, it can be concluded that respondents with poor achievement in English as a subject perceived their English lecturer to be more uncertain in their behaviours compared to average and excellent achievers.

Table 5

Post-hoc LSD multiple comparison test between uncertain behaviours and achievement in English as a subject

(I) Testing2	(J) Testing2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Excellent	Average	-0.02	0.13	0.91	-0.27	0.24
	Poor	-0.35	0.16	0.03	-0.67	-0.03
Average	Excellent	0.01	0.12	0.91	-0.24	0.27
	Poor	-0.34	0.14	0.02	-0.62	-0.06
Poor	Excellent	0.35	0.16	0.03	0.03	0.67
	Average	0.34	0.14	0.02	0.06	0.62

Table 6

Post-hoc LSD multiple comparison test between reprimanding behaviours and achievement in English as a subject

(I) Testing2	(J) Testing2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Excellent	Average	-0.12	0.09	0.20	-0.30	0.06
	Poor	-0.29	0.11	0.01	-0.53	-0.07
Average	Excellent	0.12	0.09	0.20	-0.06	0.30
	Poor	-0.18	0.09	0.07	-0.38	0.01
Poor	Excellent	0.29	0.11	0.01	0.07	0.53
	Average	0.18	0.09	0.07	-0.01	0.38

Likewise, the post hoc LSD test (Table 6) shows significant differences at the $p<0.05$ in the mean score between excellent and poor scoring respondents (p=0.01). However, there is no significant differences between average scoring respondents with excellent (p=0.20) and poor (p=0.07) respondents. Therefore, it can be concluded that respondents with poor achievement in English as a subject perceived their English lecturer to be more reprimanding in his behaviour compared to the perception of excellent achievers.

The result (Table 7) shows the post-hoc LSD test between achievement in English as a subject and items on accommodating behaviour. Similarly, there are significant differences in the mean scores between respondents with poor English achievement when compared to excellent (p=0.04) and average (p=0.02) achievers. Conversely, comparison between excellent and average

Table 7

Post-hoc LSD multiple comparison test between accommodating behaviours and achievement in English as a subject

(I) Testing2	(J) Testing2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Excellent	Average	-0.01	0.09	0.89	-0.20	0.18
	Poor	-0.24	0.12	0.04	-0.48	-0.01
Average	Excellent	0.01	0.09	0.89	-0.18	0.20
	Poor	-0.23	0.10	0.02	-0.43	-0.03
Poor	Excellent	0.24	0.12	0.04	0.01	0.48
	Average	0.23	0.10	0.02	0.03	0.43

Table 8

Post-hoc LSD multiple comparison test between dissatisfied behaviours and achievement in English as a subject

(I) Testing2	(J) Testing2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Excellent	Average	-0.09	0.08	0.25	-0.26	0.07
	Poor	-0.31	0.10	0.00	-0.51	-0.11
Average	Excellent	0.09	0.08	0.25	-0.07	0.26
	Poor	-0.21	0.09	0.02	-0.39	-0.04
Poor	Excellent	0.31	0.10	0.00	0.11	0.51
	Average	0.21	0.09	0.02	0.04	0.39

achievers is not significant with p=0.89. In other words, accommodating behaviours are perceived to be exhibited by the English lecturer more by the poor achievers when compared to excellent and average achievers.

The post-hoc LSD multiple comparison test in Table 8 also shows that there were significant differences in the mean scores between poor achievers with excellent (p<0.00) and average (p=0.02) achievers at the p<0.05 level. However, there was no

significant difference in the score between excellent and average achievers (p=0.25). Therefore, it can be concluded that poor achieving respondents perceived the English lecturer to be more dissatisfied in behaviour compared to the excellent and average respondents.

There are several studies which may help explain why poor achievers perceived their lecturer to be more uncertain, reprimanding, accommodating and dissatisfied.

For uncertain behaviour, it was found to have negative correlation with student achievement (Wei et al., 2009). Additionally, uncertainty is also reportedly higher among teachers of countries neighbouring Malaysia which are Singapore and Brunei. Therefore, there is a possibility that the region where the data was collected may play a role in how students perceive their teachers' uncertainness. However, we do concede that additional study on this matter is required for a more conclusive finding since the study focused only on the students of one English lecturer.

The study also found poor achievers to perceive more reprimanding behaviour which contrast another study by Scrivner (2009) where teacher's disposition was found to have no impact on student's score. Perhaps this tendency in thinking that the lecturer is reprimanding is due to their inability to enjoy the lesson. Similarly, poor achievers' views that the lecturer is often dissatisfied may also be connected to their inability to enjoy the subject; due to their poorer competence compared to average and high achievers (Wahyudi, 2010).

Interestingly, these four interpersonal behaviours were also found to be gender specific similar to a study conducted by Wahyudi (2010). Apparently, the males seemed to observe these four behaviours - uncertain, reprimanding, accommodating and dissatisfied - more than their female counterparts, suggesting the possibility that the poor achievers in this study are males. Rather than leaving this up to coincidence, the researchers went ahead and checked the percentages of male and female respondents under the poor achievement group.

The findings revealed that the number of male respondents (n=21) in the poor achievement group overshadows the females (n=5) by a ratio of four to one (Table 9). This provides further supporting evidence for the earlier studies in which male respondents often perceive their teachers regardless of the teacher's gender, as possessing more uncertain, reprimanding, accommodating and dissatisfied behavioural traits.

In the context of the Interpersonal Teacher Behaviour Circumplex Model (see Figure 3), there are three interpersonal behaviours here representing the negative affiliation dimension, namely dissatisfied, reprimanding and uncertain behaviours. This may translate to the poor achievers perceiving their lecturer as being more negatively affiliated compared to the perceptions of their average and excellent achiever counterparts. Similarly, for the control dimensions, there are three behaviours here

Table 9

Distribution of gender among poor achievers

	Frequency	Percentage
Male	21	80.8
Female	5	19.2

that represent negative control (uncertain, dissatisfied, and accommodating). Thus, the perception that the English lecturer is more negatively controlling by respondents with poor subject achievement is a possibility. The conclusion to this can be found in the next sub-topic.

The Perceived Control and Affiliation of the English Lecturer Based On Respondents' Achievement in English as a Subject

A similar method was used to achieve the fifth research objective of this study. A one-way ANOVA was carried out between the positive-negative dimensions of both control and affiliation; and the respondents' achievement in English as a subject.

It can be seen here (Table 10) that the amount of positive control exhibited by the English lecturer was not significantly perceived to be different by the three groups [F $(2,11)$ = 1.74, p=0.18]. On the other hand, the mean score recorded for negative controlling behaviours was significantly different [F $(2,117)$ = 3.63, p=0.03].

For affiliation, positive affiliation was identified to be insignificant at the p<0.05 value with p=0.14 when tested against respondents with different achievements in English subject. Meanwhile, negative affiliation showed significant difference with p value of 0.01 among the three achievement groups. Unlike previous studies where positive affiliation is associated with achievement, the findings here suggested otherwise (Telli, 2016; Wei et al., 2009).

Post-hoc LSD tests were conducted for both negative control and negative affiliation.

Table 10

One way ANOVA multiple comparison test between control and affiliation dimension of interpersonal behaviour and achievement in English as a subject

	df	Mean Square	F	Sig.
Positive Control	2	0.16	1.74	0.18
	116	0.09		
	118			
Negative Control	2	0.51	3.63	0.03
	117	0.14		
	119			
Positive Affiliation	2	0.21	2.03	0.14
	115	0.10		
	117			
Negative	2	0.35	4.39	0.01
	117	0.08		
	119			

The post-hoc LSD test (Table 11) shows that there were significant differences between respondents with poor achievement in English as a subject when compared to excellent (p=0.01) and average (p=0.03) respondents. However, there was no significant difference in mean score between respondents with excellent and average achievement in English as a subject (p=0.39). This finding indicates that the respondents with poor achievement in English as a subject perceived their English lecturer to be more negative in their controlling behaviour when compared to excellent and average achievement respondents.

Control is positively correlated to students' attitude towards the subject (den Brok et al., 2005b); which means that students who view a subject negatively would also perceive negative control from the teacher. Hence, it is acceptable to assume that there is a connection between students' attitude and academic achievement based on the controlling behaviour of the teacher. What this means is that because the poor achievers view the English lecturer to be more negatively controlling, they may also view the subject less favourably compared to the average and excellent achievers.

Although poor achievers may view the English lecturer to be more negatively controlling, it should not deter educators from being positive in their controlling behaviour with weaker students. It is imperative in facilitating positive behavioural and psychological development in children. Plus, students' cognitive ability (Wahyudi, 2010), their attitude and affection (den Brok et al., 2005b; Telli, 2016) are influenced more by negative control with proper guidance; than positive control with poor guidance. In other words, some students may require more negative control than positive ones with the inclusion of proper guidance and clear task direction.

Next, based on the post-hoc LSD multiple comparison tests between negative affiliation and achievement in English as a subject (Table 12), it can be observed here that there was no significant difference

Table 11

Post-hoc LSD multiple comparison test between negative control and achievement in English as a subject

(I) Testing2	(J) Testing2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Excellent	Average	-0.07	0.08	0.39	-0.23	0.09
	Poor	-0.27	0.10	0.01	-0.47	-0.06
Average	Excellent	0.07	0.08	0.39	-0.09	0.23
	Poor	-0.19	0.09	0.03	-0.37	-0.02
Poor	Excellent	0.27	0.10	0.01	0.06	0.47
	Average	0.19	0.09	0.03	0.02	0.37

Table 12

Post-hoc LSD multiple comparison test between negative affiliation and achievement in English as a subject

(I) Testing2	(J) Testing2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Excellent	Average	-0.00	0.06	0.97	-0.13	0.12
	Poor	-0.19	0.08	0.02	-0.34	-0.04
Average	Excellent	0.00	0.06	0.97	-0.12	0.13
	Poor	-0.19	0.07	0.01	-0.32	-0.06
Poor	Excellent	0.19	0.08	0.02	0.04	0.34
	Average	0.19	0.07	0.01	0.06	0.32

between the respondents who received excellent and average scores (p=0.97). However, significant differences in averages can be seen when poor achievers were compared with excellent (p=0.02) and average achievers (p=0.01). Hence, it indicates that the respondents with poor achievement in English perceived the English lecturer to be more negative in affiliation compared to excellent and average achievers.

Since there is an association between perceived affiliation and students' enjoyment of the subject (den Brok et al., 2005b); perhaps, the poor achievers in this study also experienced lesser enjoyment in learning English compared to the average and high achievers. Nonetheless, poor achievers' low enjoyment due to mostly negatively affiliation can still be overcome with clear task direction and support.

As mentioned earlier, students' cognitive ability (Wahyudi, 2010), their attitude and affection (den Brok et al., 2005b; Telli, 2016) are influenced more by negative control with proper guidance than positive control with poor guidance. Hence, it is inappropriate to dismiss teachers who maintain a more distant relationship/affiliation with students as proper teaching and learning techniques are more substantial than affiliation. In the case of this study, the lecturer should try to approach poor achievers differently by having more control over affiliation.

Perceived affiliation from the teacher was also found to be a significant predictor of students' efficacy for learning and mastery orientation (Smart, 2014). Since the poor achievers view their teachers' affiliation more negatively, it is fair to assume that they lacked the efficacy for learning the English language compared to the average and high achievers. These poor achievers may also view the English subject as a compulsory subject to pass and have no intention of mastering the language.

CONCLUSION AND IMPLICATIONS FOR EDUCATION

In a nutshell, this case study determined

whether the interpersonal behaviours of an English lecturer were perceived differently by his students with different achievement in English as a subject. . The following was concluded from the findings. The lecturer of the study is characterised as being highly understanding and least dissatisfied when interacting with students; he was tolerant and authoritative in the relationship. Positive control and affiliation were observed to be more frequent by the English lecturer compared to negative teacher trait. This specific arrangement of behaviours is not usually observed in teachers in ASEAN countries which usually prefer high control and power as it is customary in a collectivist society to show respect to elders (den Brok et al., 2005a, 2005b; Maulana et al., 2012).

When the eight interpersonal behaviours were tested against groups with different achievements in English as a subject, poor achievers perceived the English lecturer to be more dissatisfied, reprimanding, uncertain and accommodating. It was proposed that despite having positive correlation with students' subject-specific attitude and behaviour, these four behaviours have no impact on subject achievement. Respondents with poor achievement in English also perceived their English lecturer to be more negatively controlling and affiliating which could be due to their lesser enjoyment of lessons compared to average and high achievers (den Brok et al., 2005b). Lack of efficacy for learning the English language could explain why poor respondents perceived more negative affiliation of the lecturer as it is a significant

predictor of affiliation (Smart, 2014). In dealing with students who are poor in the language, language teachers should focus more on giving clear task directions, look assured and be confident of their ability. Although this may lead to increase in control due to the need for enforcing and steering when directing students, it is more suited when dealing with weaker students.

English teachers who want to improve their students' achievement in English should utilize positive interpersonal behaviour in improving the quality of the lesson. This is because positive interpersonal behaviours alone were not differently perceived by students of varying achievement in English as a subject. Hence, what teachers should aim for is, improving the students' enjoyment and attitude towards the subject in the hope that they would be motivated to improve their academic achievement. Being positive with students alone would improve their attitude, enjoyment and perception of teachers but evidently not their achievement in the subject.

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