

The influence of teacher-student interaction and Peer relationships on classroom engagement in Private colleges in China

ABSTRACT

The purpose of this study is to investigate the relationship between teacher-student interaction, peer relationships, and classroom engagement in private undergraduate university classrooms. The study uses correlational and descriptive methods for data collection. The object of the study is all undergraduate students majoring in English at a private undergraduate university in Shandong, and 301 students are selected as a sample through random sampling. The results show that there is a significant positive correlation between classroom engagement, teacher-student interaction, and peer relationships. Teacher-student interaction and peer relationships have a direct and significant effect on classroom engagement. In addition, peer relationships indirectly and significantly affect classroom engagement by influencing teacher-student interaction in the classroom. Teacher-student interaction also had an indirect and significant effect on classroom engagement by moderating peer relationships. The results of this study suggest that enhancing teacher-student interaction and peer relationships in the classroom is essential for increasing classroom engagement.