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## The Impact of Teacher Immediacy Behaviours on Academic Achievement of Online Students in Pakistan

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### ABSTRACT

This study investigated the various aspects of teacher immediacy and its impact on academic achievement in the evolving environment of online learning education during the COVID-19 pandemic. The study employed a quasi-experimental, non-control group post-test quantitative methodology with students enrolled in a master of education program. A random sample of 150 pupils was drawn from a total population of 40,500, using cluster random selection. These pupils were divided into two groups, experimental and control, each with 75 participants. The control group received regular online communication education, while the experimental group was exposed to a variety of verbal and nonverbal immediacy strategies. Nonverbal immediacy included employing video conferencing equipment to create gestures, facial expressions, and eye contact, whereas verbal immediacy involved offering students individualized comments, mentioning their names, and enhancing their involvement. An achievement test with subjective questions was administered to both groups to assess the impact on learning. An independent t-test was employed to compare the achievement scores of the two groups in the data analysis, which was carried out using SPSS Version 20. The data revealed significant differences in learning outcomes, with the experimental group performing better. The findings indicated how teacher immediacy techniques can help students learn and interact in online learning environments. The study's findings suggest that combining immediacy methods into online training may significantly enhance student performance. Future research should investigate how immediacy influences students' knowledge retention over the long term in various educational environments.

**Keywords:** Teacher immediacy, online education, quasi-experimental design, student learning outcomes, verbal immediacy, nonverbal immediacy