

The Effectiveness of Politeness Achievements on Students' Academic Performance

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Abstract—A way to be polite is to be polite. It is a wonderful quality. It demonstrates discipline. It means treating other people with consideration and respect. Each individual needs to hear beneficial things and see great ways of behaving toward themselves. As a result, it is critical to treat others with respect and kindness. Being polite is more than just saying nice things to other people; it also includes how we treat the animals and environment around us. For the most part, individuals show graciousness to senior faculty; this is a perilous pattern in a humanized world. Politeness is a sensitive topic, but till now, there have been no studies focusing on politeness. The current study focuses on the politeness of the students at Iraqi universities. It is a qualitative study since it conducted a number of in-depth interviews with both lecturers and students. The results show that politeness does play a role in the academic performance of the students.

Keywords—Academic performance, Interviews, Lecturers, Politeness, Students.

I. INTRODUCTION

The simplest definition of morality is distinguishing between right and wrong and moving toward doing the right thing as a moral choice rather than a legal obligation or duty. Multiple moral dilemmas are frequently presented by students to the instructor. Since the teacher is responsible for modifying the understudy's way of behaving while as yet regarding the understudy's freedom of thought, settling these issues requires an elevated degree of mindfulness and a serious sense of responsibility on his part. The student must develop systematic thinking to convince him of what he sees.

Although the educator is responsible for the student's intrinsic development, other groups play a role in this development as well. As a result, the instructor is limited to imparting an ethical message that encourages the student to socially lead himself.

We will have some insights from researchers in this field from which we can determine the moral message that the teacher must convey to the student in the future to build a conscious society.

Language and society are closely linked in that the language used to communicate with others influences an individual's behavior. One of the most important scientific topics is how to behave politely in social situations.

According to Massoudi (2017), politeness is one of the personality characteristics known as the best criterion for judging personality. Grundy (2000) stated, "...Consideration standards have been viewed as having general status, significant determinants of etymological ways of behaving, and wide engaging power as to language use."

In addition, Watts (2003) writes about language: the utilization of backhanded discourse acts, tending to others in a conscious tone, or utilizing well-mannered expressions, for example, please, sorry, or much obliged," are instances of neighborliness.

They demonstrated that the performance was influenced by the following elements (Atkinson et al., 2005):

As indicated by the friendly office hypothesis, instructors' good manners fundamentally affect their understudies' accomplishments. Respectable test scores are achieved by the students, who receive courteous instruction from their teachers. The presentation of understudies who benefit from unforgiving instructors will not be high. This courteousness will greatly affect vulnerable understudies. Smart students are better able to absorb new information from courteous teachers and can think more deeply by connecting it to previous knowledge. However, politeness will be most helpful to ignorant information seekers. If they so choose, the courteous educator might be able to offer them assistance

and cooperation. Various elements impact the understudy's scholarly exhibition. These factors push the students to appalling educational achievements. An understudy cannot achieve respectable test scores because of these factors.

Schmitt and Allik's (2005) extensive cross-cultural research among various cultures blames culturally based interpretations of collectivism and individualism for significant differences in self-esteem measures. On the other hand, other researchers have looked into the possibility that measures that allow participants to express themselves could be helpful in analyzing the impact of culture and that additional cultural characteristics must demonstrate differences in self-esteem scores (Farruggia et al., 2004).

For a very long time, analysts have believed that pedagogical agents can improve learning. As indicated by Johnson et al. (2000), "pedagogical agents are" lifelike agents that facilitate learning," according to their definition. In this instance, it is abundantly clear that the instructor actively encourages moral responsibility to facilitate scientific responsibility development. Because he sets a constant example for his students, the instructor must be morally committed. It is a real-life, moving model that students, parents, and partners can see and easily influence.

One of the most influential papers in pedagogical agents was Lester's study (1997a), in which a persona effect was discovered. Lester et al. in their paper, they talked about a focus where a fun educational specialist named Herman the Bug helped people learn in a smart learning environment called Plan a-Plant. They proposed the persona impact, which expresses that an energized educational specialist with a persona that is consistent with life and an outflow of feeling could assist understudies with learning. After stating that his primary concern is how language conveys good manners (rather than how speakers do so), the distinction between pragma phonetics and socio-pragmatics, which he and his student Jenny Thomas first proposed in 1983, returns to explain the essence of consideration in ten proverbs (up from seven in his 1983 book), as shown below.

1. Generosity Give the needs of others a lot of importance
2. Tact: 'Give little weight to S's [elf's] desires
3. A suggestion: Give O's characteristics a lot of weight
4. Quietness: Give S's characteristics very little weight
5. The obligation of S to O: Give S's commitment to O a high worth'
6. O's responsibility to S: Give O a low value for his obligation to S
7. Consensus: Give a lot of weight to O's opinions
8. Evaluation reluctance: Give S's viewpoints little weight
9. Kindness: Give O's feelings a lot of weight.

Tendency to be cautious: Give little weight to S's emotions.

Similar to the earlier work, each maxim is linked to a specific type of speech event (for instance, generosity typically applies to commiserations, tact typically applies to directives, approval typically applies to compliments, and so on).

This time, however, there is a further distinction between neg-politeness maxims, which are concerned with lowering

S and are numbered even, and pos-politeness maxims, which are concerned with raising O and are numbered odd in the preceding scheme. Sadly, this is also the case with the current effort, where, despite the mention of face-enhancing acts (99), the predominant impression is that neg-politeness, the kind that "typically involves indirectness, hedging, and understatement," is "the most important type." The distinction between pos-politeness and neg-politeness is one that is inspired by Brown and Levinson's corresponding distinction between positive and negative politeness. According to this programmatic assertion, which echoes similar claims made by Brown and Levinson (1987), we "need, in studying neg-politeness, to develop pragmatics of politeness that will handle the indirect speech acts and implicit meanings so characteristic of neg-politeness." On the other hand, "the intensification of meaning characteristic of positive politeness, on the whole, does not have such problems." From both the speaker's and the listener's perspectives, this drives a fascinating discussion of pragmatics as critical thinking, the relationship between syntactic, semantic, and realistic levels in expression translation, and Neo-Gricean defaults in Ch. 3. Numerous studies suggest that students' academic performance can be improved by being courteous. Nonetheless, regardless of its hypothetical refinement, the proposed perspective does not leave from the custom of partner consideration and keeping away from burden. A recent report by Ming-Kuan Lin and Wen-Yu Wu tracked down a positive connection among pleasantness and scholarly accomplishment, and understudies who were more respectful in their cooperation with educators and friends performed better scholastically. In addition, it was discovered that students who acted courteously were more engaged in class, actively participated in discussions, and received more favorable feedback from their teachers.

More studies suggest that students' academic performance can be improved by being courteous. According to Zannrni (2022), graciousness is frequently regarded as a form of decisive reasoning and has a direct connection to the scientific classification of flowers.

Another survey conducted by Sfarid 1987, which focused on on students' language learning, showed the way that friendliness can similarly influence how students see their chances for development. According to the study, students had more positive perspectives on their education and felt more motivated to succeed academically when teachers used positive language in their interactions with them.

Moreover, Swann's 1996, concentrating on the job of courteousness in learning a subsequent language, found that understudies performed better on tests and showed a more prominent understanding of the material when educators utilized pleasant language and took part in respectful communications with understudies.

In conclusion, the study suggests that polite behavior may improve academic performance. By creating a learning environment that is respectful and polite, teachers can improve student engagement, motivation, and achievement.

II. LITERATURE REVIEW

In friendly cooperation's, individuals speak with each other through language to convey their expectations. People use strategies in their communication to convey intention as part of their communicative competence. According to Glaser (2009), the speaker's communicative competence centers on pragmatics. Pragmatics determines how language is utilized and interpreted in various contexts. For instance, being aware of how we modify our speech when speaking to various types of listeners. A verbal expression such as "Mak Grace, tolong bawakan ini ya!" Mak Grace, please assist me in bringing this in contrast, "Maaf, ibu mau kan bantu saya?" is more likely to be said to a close friend. Please pardon me; would you be willing to assist me, Madame? Is addressed somebody who is more established than you are. Such discourse acts are alluded to as pragmatic information. One of the topics, that pragmatics addresses is politeness. It is essential to investigate these issues because people employ politeness strategies in their social interactions and specific contexts, such as knowing what to say, how to say it, when to say it, and how to interact with other people (Yule, 1996).

The most effective way to convey the universal trait of politeness is through the application of good manners, or etiquette, in everyday life. Leech: According to 1993, "the degree of effort put into the avoidance of conflict, situation, maintenance, and establishment of comity" is the definition of strategic conflict avoidance. The individual's avoidance is portrayed as an intentional effort to be polite. As per Brown and Levinson (1987), referred to in Zhang (2009), good manners methodologies are bound to be used when a speaker of somewhat lower power makes a bigger solicitation in a relationship that is farther away than when a speaker of generally higher power makes a more modest solicitation in a relationship that is closer to home.

Strategies for being polite are methods for speaking and acting in a manner that is as polite as possible. To achieve that, a person in a particular society in a particular setting can employ a few strategies. Zulhaji (2012) proposed how consideration speaks to others. The classroom is where a class of students and a teacher interact. It should be amenable and powerful.

The information conferred by the instructor will be generally welcomed by understudies, assuming homeroom association is fruitful. The authority to evaluate students' behaviors, restrict their freedom of action, control resources, and provide critical feedback is granted to teachers by their professional role. All of these actions unavoidably put students' positive and negative faces in jeopardy (Zhang, 2009). Students will also mimic the teacher's instruction because the teacher is a role model for them. As a result, students and teachers should work together to improve classroom interactions. It is theorized that educator respectfulness, by implication, affects understudy consistency and aims to improve desired homeroom results in view of this peculiarity of instructor discourse acting on understudies' consistency.

Some studies have demonstrated a correlation between the listener's compliance and the speaker's politeness. Zhang

(2009) found that instructors' high neighborliness inspired positive feelings like satisfaction and prompted consistency, while educators' low amiability evoked gloomy feelings and prompted obstruction. As indicated by Pinter (2006), youngsters' learning movements can be separated into four phases. From birth to 2 years of age, they are known as the tangible engine stage, the preoperational stage, the substantial functional stage, and the formal functional stage. From 7 years of age on, they are known as the formal functional stage.

Each stage requires a different set of language skills. As per Manik and Hutagaol (2015), primary school understudies can't understand the educator's neighborliness similarly as college understudies. In Indonesian education, politeness has recently emerged as one of the most pressing issues. Indonesia's education minister, Laksono, et al. (2021), claims that Indonesian students are becoming less polite. The majority of elementary school students engage in shoptalk and casual language at school. Therefore, it is the responsibility of a teacher to instruct students on how to behave politely and to reprimand them if they exhibit inappropriate behavior at school, particularly in classroom interactions. Additionally, a teacher must conduct themselves professionally in front of the students in order to inspire them to behave similarly. Since the pleasantness procedure centers around an individual's ability to show their greatness, its application is likewise relevant to the educational program of 2013, which puts an accentuation on character. Consequently, the instructor must incorporate it into language learning and usage activities.

However, the researcher observed that teachers' remarks and students' compliance with them in one elementary school in Binjai were not as expected. A few instructors offer discourteous comments to their understudies, which meaningfully affect their understudies' consistency. It is essential to behave courteously in classroom interactions if we are to create an effective teaching and learning environment. It might be demonstrated by adhering to a few rules of conduct. The politeness of elementary school teachers' influence on students' compliance was the focus of this study.

It has been exhibited that affableness affects college understudies' consistency. Therefore, the researcher is interested in determining how elementary school students respond to polite remarks from teachers. Because of this, the author chose to investigate whether elementary school teachers' politeness toward student compliance has an effect on student compliance in a politeness context. There are a few theories regarding this: According to Watts (2003), Lakoff's theory from 1972 states that there are three polite language rules. These guidelines, which are based on the strategy "How to Use Language Politely," are introduced as follows:

The formal/impersonal politeness strategy is formal distance: Avoid imposing or staying for too long. For example, "Could you, kindly, open the window?"

When alternatives are presented to the person being addressed, deference or reluctance:

Give him a choice of addresses. For example, "If you don't mind, please send this letter tomorrow!"

Informal camaraderie exemplifies intimacy and intimate forms of politeness. Make him feel at ease or act like you and the addresses are on equal footing. For example, Dear, simply attempt to unwind.”

Grice's idea: It seems to be based on politeness and the cooperative principle of cooperation between the speaker and the listener. According to Watts (2003, p 57), Paul Grice stated that politeness is defined by the cooperative principle. There is a total of four maxims. They are the adages of value, amount, pertinence, and way.

According to the quality maxim, participants should keep their contribution to the conversational exchange as informative as is necessary for the exchange, but not more so. Example: white on the flag 2) The proverb of pertinence expresses that interactants ought to just declare what they accept to be valid or that they have adequate proof for. Example: Kindly hand over the salt! B: You are the “3rd Maxim” for how interactants should tie their contributions to the conversation's overall objectives. Example: Get away from here!

The maxim of quality requires interactants to organize their contributions, refrain from excessive verbosity, and steer clear of obscurity and ambiguity. Example:

1. If the Soviet Union closed off the Gulf and all oil, what would happen?
2. Oh, get moving; England controls the oceans
3. However, Brown and Levinson's (1987) investigation found that being polite requires us to be aware of the facial desires of others. Our face is the public image of who we are.
 1. Showing respect: Maintaining a positive public image is the focus of positive politeness. We use speech strategies that demonstrate our solidarity with the person hearing us when we act courteously and positively. For example: (1) you appear low. Can I do anything? (2) I'll just come over if it doesn't bother you.
 2. Inconsiderateness: Negative politeness focuses on projecting a bad image of other people. This is much more likely if there is social distance between the speaker and the listener. We utilize a discourse system that stresses our regard for the individual we are addressing when we utilize negative respectfulness. For example: it won't be too difficult if you park a few blocks out of your way. I am sorry. Can you provide me with a \$1,000 loan? That is quite a request. Private politeness (indirect): The final form of politeness that Brown and Levinson describe is the indirect strategy.

Utilizing roundabout language, this strategy eliminates the speaker's potential for force. For example: 1. Amazing, it's getting cold here! Without specifically asking the listener to do so, the example suggests that it would be nice if they got up and turned up the thermos.

According to Yule (1996), paying attention to another person's face is one way to be polite in an interaction. Additionally, he stated that being courteous requires acquiring the social right of linguistic expression in relation to your addressee. In Indonesian education, politeness has recently emerged as one of the most pressing issues.

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III. METHODS

Adjusting a subjective methodology as a component of the review, the specialists led six meetings with speakers and two understudies from various colleges in Iraq. Also, some of the people who were interviewed were regular employees in high positions. As indicated by Al-Hoorie and Hiver, (2022) interviews are incredible ways to gather data and information for the examination since they resemble social exercises. Interviews in depth yield a substantial amount of reliable information that can be relied upon without reservation. More specifically, the researchers used face-to-face, unstructured interviews with all participants for this study. According to Dornyei (1960), the choice of semi-structured interviews was made so that the researcher could direct the flow of the questions and the interviewee could also add their thoughts on the subject without departing from the research points, which is why this type of interview was chosen. Also, semi-organized interviews make it more straightforward to zero in on the objective of the review, and the construction of the inquiries would make it conceivable to look at the responses among various respondents (Dornyei, 1960). The topical examination of the meetings will be given here. Following is a discussion of the interviewees' responses' themes and subthemes.

Lecturer A works as an administrative and teaching staff member and emphasized the importance of politeness for communication as he declared,

“...Politeness is an essential aspect of good behavior and communication skills. Being polite not only helps to build positive relationships but also reflects a person's maturity, respect, and social values. For students, it is especially important to be polite to lecturers, classmates, and other staff, as it can impact their academic performance and overall experience at the university. Some ways students can display politeness include using appropriate greetings and farewells such as “Good morning,” “Please,” “Thank you,” and “Excuse me.”

Lecturer B works as a teaching staff member and emphasized the learning and ways of politeness, as he stated, “...Politeness is a trait that can be learned and practiced.

Teachers, parents, and other role models can help students develop politeness by modeling the behavior and providing positive reinforcement when it is displayed. In the long run, it will not only make the school environment more pleasant but also prepare students for success in the future. Students can show politeness by showing respect and consideration to others' opinions, ideas, and feelings, listening attentively and responding appropriately during class discussions, avoiding interrupting others while they are speaking, offering to help others in need or volunteering for school activities, maintaining good manners and etiquette in the classroom, hallways, and other school premises, following school rules and regulations, and being punctual and organized. While, entitlement: Some students may feel entitled to certain privileges or treatment without considering the impact on others or earning them through hard works or respect. They may demand special treatment or accommodations or complain when they don't get what they want.

Lecturer C works as a teaching staff member and emphasized the role of politeness in the institution as he stated: "...Student politeness is a great attribute that can foster a positive learning environment. When students are polite to their peers, teachers, and other members of the school community, they show respect, empathy, and kindness, which can lead to better communication, cooperation, and teamwork. Politeness can also reduce conflicts, misunderstandings, and negative emotions and promote a sense of unity and belonging. On the contrary, lack of empathy: Some students may lack empathy and fail to consider others' feelings or perspectives. They may dismiss someone's concerns, belittle their opinions, or fail to show compassion for those who are struggling."

Lecturer D works as a Head of Department and has a teaching staff focused on the effectiveness of politeness in building a good relationship at the university. As he said,

"...Politeness is not only a social grace but also a moral virtue. When students learn to be polite, they develop important character traits such as humility, gratitude, and integrity. They learn to appreciate the value of others, to acknowledge their contributions, and to express their gratitude for the opportunities and support they receive. Politeness can also inspire students to act ethically, to resist peer pressure, and to resist negative influences. Disregard for Others: Some students prioritize their needs over others', not considering the impact of their actions on those around them. For example, they may talk loudly on the phone in public places, ignore others' personal space, or push past people in crowded areas."

Lecturer E works as a dean and has a teaching staff focused on the education and manners at home inherited from the parents and the role in building a good relationship at the university. As he said,

"...Student politeness reflects good upbringing and education. When students display polite behavior, they demonstrate that they have learned and internalized the values, norms, and expectations of their culture and community. They show that they have received proper guidance, training, and reinforcement from their families,

schools, and other institutions. Politeness can also signal to others that the student is well-mannered, trustworthy, and reliable, which can enhance their reputation and credibility. However, rudeness: Students often fail to say "please" and "thank you," and they may be ungrateful or dismissive of others' efforts. They may use profanity or inappropriate language and make insensitive or offensive comments."

Lecturer F works as a dean, a member of the teaching staff, and a member of a scientific committee focused on the role of politeness in shaping the personality of the individual. As she said,

"...Politeness can have positive long-term effects on students' personal and professional lives. When students learn to be polite, they acquire important social and emotional skills that can serve them well in various contexts. They can build positive relationships, networks, and alliances that can support their goals and aspirations. They can also develop a sense of confidence, self-esteem, and self-respect, which can help them navigate challenges and opportunities. Politeness can also help students to be more persuasive, persuasive, and influential, which can benefit them in leadership, advocacy, and entrepreneurship roles. On the other hand, lack of respect: many students do not show respect to their teachers, parents, or other authority figures. They interrupt conversations, talk back, and show little regard for their elders' opinions or experiences."

In general, a lack of politeness can reflect a broader societal trend toward individualism and self-centeredness. Students may benefit from learning to value and respect others, to communicate more effectively, and to appreciate the benefits of treating others with kindness and respect.

In an interview with student A, she mentioned that

"...Politeness is an essential aspect of communication, and it can help make interactions smoother and more positive. It shows respect for others and can create a friendly and welcoming atmosphere. Being polite is not just about using please and thank you. It is also about being considerate of other people's feelings and perspectives, avoiding offensive language, and demonstrating empathy. Politeness can sometimes be perceived as insincere or fake, especially if it is not accompanied by genuine respect and kindness. It is important to strike a balance between being polite and being authentic."

In an interview with student B, he mentioned that

"...In some cultures, politeness is highly valued and expected in all social interactions, while in others, directness and honesty are more valued. It is important to understand cultural differences and adjust your communication style accordingly. Overall, I believe that politeness is a positive trait that can help build strong relationships, avoid conflicts, and create a more harmonious society."

IV. DISCUSSION AND CONCLUSION

Politeness involves using appropriate language, tone, and behavior to show respect and consideration for others. It is not just about saying "please" and "thank you," but also

being empathetic, patient, and understanding. Politeness is a learned behavior that can be improved through education and practice. Teachers and parents can play a crucial role in teaching children and teenagers about the importance of politeness and modeling it themselves. Politeness can contribute to a positive and supportive classroom environment by promoting cooperation, collaboration, and mutual respect among students and teachers. Politeness can also enhance interpersonal relationships outside the classroom, including future job opportunities and networking. Students who develop good manners and polite communication skills are more likely to succeed in their careers and personal lives.

In summary, politeness is a vital aspect of student behavior that can have a significant impact on their academic, social, and professional lives.

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