



INFLUENCE OF STUDENT-TEACHER RELATIONSHIP ON ACHIEVEMENT

Renuka K. Shewkani, Ph. D.

Associate Professor, Seva Sadan's College of Education

Abstract

The quality of student teacher relationship contributes to both academic and emotional development. Children who form close relationships with teachers enjoy school more and get along with peers. Positive better relationships with teachers can also serve as a secure base for young children they; they are better able to work and play on their own because they know that if things get difficult or if they are upset, they can count on their teachers to recognize and respond to their problems. Relationships with teachers may be particularly important for those children who display early academic or behavior problems. This paper shows Influence of student-teacher relationship on achievement of mathematics subject.

Keywords: *student-teacher, relationship, achievement, mathematics*



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Introduction: school teachers who convey emotional warmth and acceptance as well as make themselves available regularly for personal communication with students foster the positive relational processes characteristic of support. These supportive relationships help maintain students interests in academic and social pursuits which in turn lead to better grades and more positive peer relationships. The need for positive relationships with teachers does not diminish as children mature. Support in teacher-student relationship may be particularly salient a transition points, such as transition from elementary to middle school.

Teachers are not the only source of support for school students, the support students receive from their parents, peers and teachers seem to have additive thus fairly independent effects.

As children enter formal school settings either in school or kindergarten relationships with teachers provide the foundation for successful adaptation to the social and academic environment. From the first day of school, young children must rely on teachers to provide them with the understanding and support that will allow them to get the most out of their daily interactions in the daily classroom.

Teacher view themselves primarily as instructors or socializes and that their perceptions in relation to these two roles affect the way they interact with students. Instructors tend to respond more negatively to students who are underachievers unmotivated or disruptive during learning tasks whereas teachers who are socializes tend to act more negatively towards students, they view them as hostile, aggressive or interpersonally disconnected. Teachers self efficacy beliefs may also affect the nature of the relationship they develop with students. Teachers who believe that they have an influence on students tend to interact in many ways that enhance student investment and achievement. .

Objectives:

- 1) To study the impact of student-teacher relationship on the teaching learning process.
- 2) To study the liking (interest) of mathematics students.
- 3) To study the impact of teacher's positive behavior in classroom.
- 4) To study the impact of teachers negative behavior in classroom.
- 5) To study the number of students feeling neglected in classroom.
- 6) To study Influence of Student- teacher relationship on Achievement of Mathematics subject of Aided & unaided school

Scope and Limitations

AREA_: The study is limited to secondary school students of Kalyan area of Thane district.

SAMPLE : This study has a sample size 70 students of class VIII from different schools from kalyan area.

The study is limited to secondary school students. the researcher has used random sampling techniques for collecting the information to ensure valid & accurate result for the research.

Tools Used: Researcher has used questionnaire as tool for this research

Researcher has made use of questionnaire containing closed type as well as open ended questions as the tool for data collection for this research.

Review Of Literature: Bowlby, (1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills .

Stiller, & Lynch, (1994) Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement.

Hamre & Pianta, 2001, Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment.

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity. Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. This includes, relationships with peers, and developing self-esteem and self-concept. Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations.

Murray & Malmgren, (2005) Students in low-income schools can especially benefit from positive relationships with teachers. Students in high-poverty urban schools may benefit from positive teacher-student relationships even more than students in high-income schools, because of the risks associated with poverty. Risk outcomes associated with poverty include high rates of high school dropout, lower rates of college applications, low self-efficacy, and low self-confidence. Low-income students who have strong teacher-student relationships have higher academic achievement and have more positive social-emotional adjustment than their peers who do not have a positive relationship with a teacher.

Although there is extensive research on the positive effects of teacher-student relationships on elementary school students, there is little research on middle and high school students. Middle and high school is when students begin to think about their academic futures, which are informed by academic achievement and social capital in elementary years.

ANALYSIS & INTERPRETATION

PART-A

- The following table shows percentage of different variables affecting on student teacher relation.

Variables	Yes	No	%Yes	%No
1. Students like mathematics subject	58	12	83	17
2. Students obey mathematics teacher	57	13	81	19
3. cordial relationships with Mathematics teacher	55	15	79	21
4. Sufficient interaction with Mathematics teacher	56	14	80	20
5. solves relevant problems	60	10	86	14
6. good explanation	61	9	87	13
7. solves sufficient problems	59	11	84	16
8. Sufficient time to submit their assignments	57	13	81	19

9. Students feel comfortable to ask doubts	58	12	83	17
10. Mathematics teacher is warm hearted	51	19	73	27
11. Mathematics teacher is strict	24	46	34	66
12. Mathematics teacher is easy going	55	15	78	22
13. Mathematics teacher is short tempered	18	52	26	74
14. Mathematics teacher gives punishments	16	54	23	77
15. Mathematics teacher is partial	12	58	17	83
16. Students feel neglected	9	61	13	87
17. Mathematics teacher use slang language	2	68	2	98

Interpretation: 1-83% students said that they like mathematics whereas 17% students said they dislike mathematics.

2.81% students replied that they obey their Mathematics teacher while 19% students replied the opposite of it.

3. 79% students said they have cordial relationships with their Mathematics teacher but 21% students denied it.

4. 80% of students find it easy to interact with their Mathematics teacher and 20% students find it difficult to do so.

5. 86% of students agree that their Mathematics teacher solves relevant problems related to the topic but 14% students disagree to it.

6. 87% students find their Mathematics teacher's explanation good while 13% students do not find it good.

7. 84% students feel that their Mathematics teacher solves sufficient problems for every exercise but 16% students do not feel so.

8. 81% say that their teacher gives them ample time to submit their assignments whereas 19% do not say so.

9. 83% students are comfortable to ask doubts from their Mathematics teacher but 17% students find it difficult to approach him/her

10. 73% students feel that their Mathematics teacher is warm hearted and 27% students feel that is not the case.

11. 34% students say that their Mathematics teacher is strict whereas 66% students say she/he is not strict.

12. 78% students say that their mathematics teacher is easy going while 22% students do not agree with that.

13. 26% students say that their Mathematics teacher is short tempered and 74% say that he/she is not short tempered.

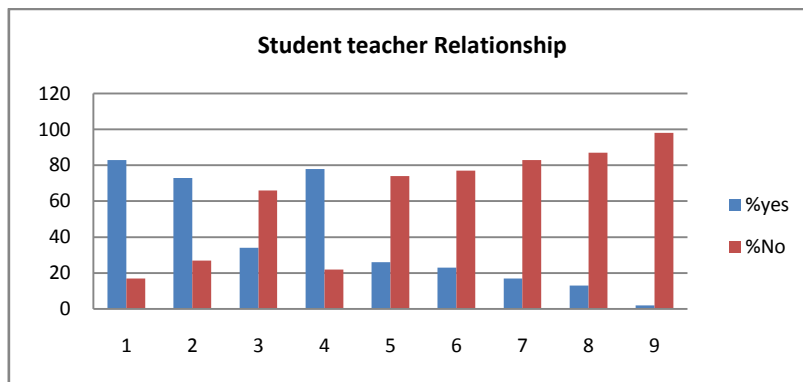
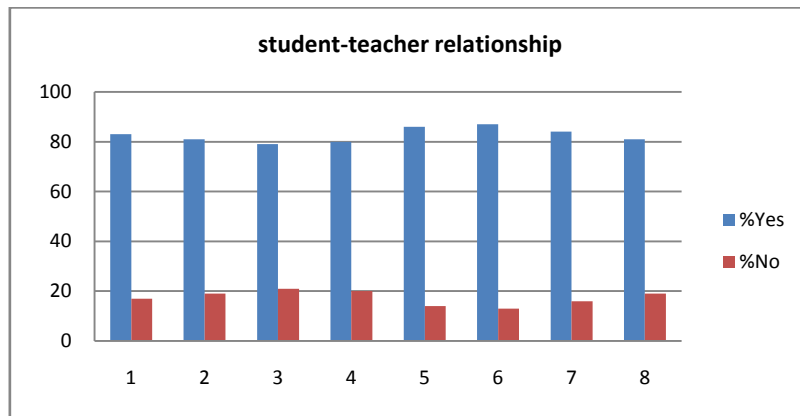
14. 23% students state that their teacher gives punishments and the remaining 77% declare that he/she does not.

15. 17% of the students say the teacher is partial while 83% say he/she is not

16. 13% students said that they feel neglected while the remaining 87% maintain that they don't.

17. 2% students say that their teacher use slang language while teaching and 98% denied that.

The following graphs show percentage of different variables affecting on student teacher relation.



Analysis of Part B:

The survey consisted of open ended questions about relationship of students with their teachers the content analysis shows

If the students have committed any mistake in mathematics subject ; Many of them said that their teacher gave them a second chance or a warning, except a few who said that their teacher punished them and they agreed that it was for their own improvement.(positive reinforcement). Some students also responded saying that their teacher explained them the consequences of the mistake committed by them.

Very few students mentioned that the teacher responded angrily and gave lots of homework every day as punishment.

Regarding their relation with teacher some students said that their teacher asked the reason for their misbehavior and they gave remarks in their school diary so that parents come to know about the matter.

When they were asked to share their experiences with their teacher they remembered how their teacher helped them in solving their difficulties in studies, and was co-operative during their illness and appreciative for something good they had done.

Testing Null Hypothesis:

H0: There is no significant Influence of Student- teacher relationship on Achievement of Mathematics subject of Aided & unaided schools.

H1: There is significant Influence of Student- teacher relationship on Achievement of Mathematics subject of Aided & unaided schools.

Following table shows Descriptive analysis of Influence of Student- teacher relationship on Achievement of mathematics

1- Aided school 2- Unaided school

variable	School	N	Mean	SD	t test
Influence of Student- teacher relationship on Achievement of mathematics	AIDED	30	83.93	66.86	5.87
	UNAIDED	30	75.06	133.26	

Interpretation: -

Tabulated t = 2.58 at 0.01 level

t = 1.96 at 0.05 level

Obtained value t =5.87 greater than tabulated value 1.96 at 0.05 level therefore there is significant difference at 0.05 level. Hence null hypothesis (equal probability) is rejected at 0.05 level.

It is to be concluded that there is significant Influence of Student- teacher relationship on achievement of Mathematics subject of Aided & unaided schools.

Measures:

Time is allotted for all teachers to meet and discuss students to integrate curriculum and increase coherence and the support available to students. Such school restructuring efforts reduce complexity for students and build a sense of continuity and the community critically increase and stabilize contact between students and a teacher. Schools report 40-50% declines in school dropout, maintenance of achievement levels and fewer student and teacher reported behavioral or emotional problems.

Not surprisingly teachers also reported higher job satisfaction and less burnout. One underlying goal of many of these strategies is to encourage staff members to learn more about students lives outside the classroom so that they can connect with students on a more personal level. These efforts communicate to students that adults are genuinely interested in them as individuals and they care about what is going on in their student's life

Conclusion:

Studies show that students' cordial relationships with teachers have found that students improve both academically and socially. It is important to learn more about teacher-student

relationships for low-income students to decrease high school dropout, and improve students' social-emotional development.

Positive better relationships with teachers can also serve as a secure base for young children they; they are better able to work and play on their own because they know that if things get difficult or if they are upset, they can count on their teachers to recognize and respond to their problems.

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