



EFFECT OF STUDENT-TEACHER RELATIONSHIP ON ACADEMIC ACHIEVEMENT OF TEACHER TRAINEES AT SECONDARY LEVEL OF CHITRADURGA DIST

Basappa T.

Principal , Indiragandhi College of Education , S.Nijalingapp Educational Institution
Kuvempu Nagara , Hosadurga , Chitradurga dist; Karnataka.

ABSTRACT

The present study was attempted to the effect of student-teacher relationship on academic achievement of teacher trainees at secondary level from chitradurga district with regard to gender, localities, type of institutions and subject of the trainees. A sample of 200 teacher trainees was randomly selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. Student-teacher relationship scale and academic achievement in core subject developed by the investigator and data collection procedure was followed. For this purpose eight objectives were framed according to the objectives hypotheses were tested. The findings of study reveals that there is positive and significant relationship between student-teacher relation and academic achievement of male, female, rural, urban, arts, science, and government and private institutions at secondary level.

KEY WORD: objectives hypotheses , Student-teacher relationship scale and academic achievement.

INTRODUCTION

A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. I will be focusing on the relationship between the student and teacher, involving a setting in the primary grades, which I have found second grade to be extremely important for the student to gain a positive attitude for their future education.

Children have different strategies for learning and achieving their goals. A few students in a classroom will grasp and learn quickly, but at the same time there will be those who have to be repeatedly taught using different techniques for the student to be able to understand the lesson. On the other hand, there are those students who fool around and use school as entertainment. Teaching then becomes difficult, especially if there is no proper communication. Yet, teachers, creating a positive relationship with their students, will not necessarily control of all the disruptive students. The book, Responsible Classroom Discipline written by Vernon F. Jones and Louise Jones discuss how to create a learning environment approachable for children in the elementary schools. According to the Jones, "Student disruptions will occur frequently in



classes that are poorly organized and managed where students are not provided with appropriate and interesting instructional tasks”.

OBJECTIVES

The following objectives were framed for the present study.

- 1) To know the effect of student-teacher relationship on academic achievement of male teacher trainees at secondary level.
- 2) To know the effect of student-teacher relationship on academic achievement of female teacher trainees at secondary level.
- 3) To know the effect of student-teacher relationship on academic achievement of rural teacher trainees at secondary level.
- 4) To know the effect of student-teacher relationship on academic achievement of urban teacher trainees at secondary level.
- 5) To know the effect of student-teacher relationship on academic achievement of teacher trainees at secondary level studying in government institutions.
- 6) To know the effect of student-teacher relationship on academic achievement of teacher trainees at secondary level studying in private institutions.
- 7) To know the effect of student-teacher relationship on academic achievement of arts teacher trainees at secondary level.
- 8) To know the effect of student-teacher relationship on academic achievement of science teacher trainees at secondary level.

HYPOTHESES

In pursuance of objectives 1 to 8 the following null hypotheses were set up for the present study.

- 1) There is no effect of student-teacher relationship on academic achievement of male teacher trainees at secondary level.
- 2) There is no effect of student-teacher relationship on academic achievement of female teacher trainees at secondary level.
- 3) There is no effect of student-teacher relationship on academic achievement of rural teacher trainees at secondary level.
- 4) There is no effect of student-teacher relationship on academic achievement of urban teacher trainees at secondary level.
- 5) There is no effect of student-teacher relationship on academic achievement of teacher trainees at secondary level studying in government institutions.
- 6) There is no effect of student-teacher relationship on academic achievement of teacher trainees at secondary level studying in private institutions.
- 7) There is no effect of student-teacher relationship on academic achievement of arts teacher trainees at secondary level.
- 8) There is no effect of student-teacher relationship on academic achievement of Science Teacher Trainees At Secondary Level.

DESIGN OF THE STUDY

Method

The present study is a survey type research, which helps to know the student-teacher relationship with academic achievement of teacher trainees at secondary level at chitradurga district. The study also intends to know the effect on achievement of between male, female, rural, urban, government and private, and arts and science subject trainees.

Sample:

A total number of 200 teacher trainees at secondary level from Chitradurga district were selected by using random sampling technique.

Tools used:

The following tools were used for the present study.

- 1) Student-teacher scale and achievement test constructed by the investigator were used for data collection.

Collection of data:

In order to study the know the student-teacher relationship and academic achievement of teacher trainees at secondary level. To collect the data the scale developed and achievement test by the investigator was administered and collected the data for analysis and interpretation.

Analysis of Data:

After data was collected and classified, it was subjected to statistical test of significance correlation coefficient technique was applied.

Table: 1. Correlation of Mean, SD and 't' Value between student-teacher relationship and academic achievement of male teacher trainees (n=200)

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Student-teacher relationship	169.4000	16.3931	0.4950	3.9468	<0.05	S
Academic achievement	313.5800	28.3607				
Female teacher trainees						
Student-teacher relationship	175.1000	12.0835	0.3353	2.6454	<0.05	S
Academic achievement	321.5400	31.5835				
Rural teacher trainees						
Student-teacher relationship	271.8529	17.3067	0.6455	4.8809	<0.05	S
Academic achievement	324.5000	29.0394				
Urban teacher trainees						
Student-teacher relationship	172.5200	13.3160	0.4876	3.8692	<0.05	S
Academic achievement	320.7800	27.3923				

Significant at 0.05 level

It reveals that there is a positive effect of student teacher relationship on academic achievement among male, female, rural, urban teacher trainees at secondary level at 0.05 level of significance (0.4950, $t=3.9468$), ($r=0.3353$, $t=2.4654$), (0.6455, $t= 4.8809$) and (0.4876, $t=3.8692$). This indicates that the student-teacher relationship scores are closely related with academic achievement scores of male, female, rural, urban teacher trainees at secondary level. This further implies that as the student-teacher relationship develops the achievement of teacher trainees will also better.

FINDINGS OF THE TABLE 1

1. There is a positive effect of student-teacher relationship on academic achievement of male teacher trainees at secondary level.
2. There is a positive effect of student-teacher relationship on academic achievement of female teacher trainees at secondary level.
3. There is a positive effect of student-teacher relationship on academic achievement of rural teacher trainees at secondary level.
4. There is a positive effect of student-teacher relationship on academic achievement of urban teacher trainees at secondary level.

Table: 1. Correlation of Mean, SD and 't' Value between student-teacher relationship and academic achievement of government institution teacher trainees (n=200)

Variables	Mean	Std. Dv.	Correlation Coefficient	t-value	p-value	Signi.
Student-teacher relationship	171.9394	13.1452	- 0.3090	2.5990	<0.05	S
Academic achievement	319.6515	30.6837				
Private institution teacher trainees						
Student-teacher relationship	169.529	17.3067	0.6255	4.7808	<0.05	S
Academic achievement	313.5000	20.0394				
Arts subject teacher trainees						
Student-teacher relationship	171.9394	13.1452	0.2092	2.4980	<0.05	S
Academic achievement	319.6515	30.6837				
Science subject teacher trainees						
Student-teacher relationship	171.9800	15.9329	0.3881	2.9179	<0.05	S
Academic achievement	314.3400	32.5987				

Significant at 0.05 level.

It reveals that there is a positive effect of student teacher relationship on academic achievement among government, private institutions, arts, science teacher trainees at secondary level at 0.05 level of

significance (-0.3090,t=2.5990), (r=0.6255, t=4.7808), (0.2092,t=2.4980) and (0.3881,t=2.9179). This indicates that the student-teacher relationship scores are closely related with academic achievement scores of government, private institutions, arts, science teacher trainees at secondary level. This further implies that as the student-teacher relationship develops the achievement of teacher trainees will also better.

Findings of the table 2

1. There is a positive effect of student-teacher relationship on academic achievement of government institution teacher trainees at secondary level.
2. There is a positive effect of student-teacher relationship on academic achievement of private institution teacher trainees at secondary level.
3. There is a positive effect of student-teacher relationship on academic achievement of arts teacher trainees at secondary level.
4. There is a positive effect of student-teacher relationship on academic achievement of science teacher trainees at secondary level.

DISCUSSION AND CONCLUSIONS:

For the present study some of the important studies were supported and similar studies were conducted by **Ross, S. A. (2012)**, **Moissinac, L., (2013)**, **Trentacosts, C., (2013)**, **Corso, R.M. (2013)** and **Shrivastav (2014)** have found that there is relationship among the students with respect to the student-teacher relationship with academic achievement. Similarly, there are some studies have supported for the present study such as **Reddy,Y. (2015)**, **Prabhakar, V. (2015)**, **Ganapathy, S. (2015)** **Viswanath, S (2015)** have found that there is positive correlation among the variables and the student teacher and academic achievement. On the basis of the present findings of the study the following conclusions could be drawn that there is positive and significant relationship between student-teacher relation and academic achievement of male, female, rural, urban, arts, science, and government and private institutions at secondary level.

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