

Impact of Student-Teacher Relationship on Student's Academic Achievement at Secondary level in Khyber Pakhtunkhwa

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Abstract

The purpose of the study was to investigate the impact of Students-Teachers Relationship on students; academic achievements at Secondary level in Khyber Pakhtunkhwa. Population of the study was comprised of all the teachers and students of Government secondary schools in Khyber Pakhtunkhwa. All the teachers and students of Govt: secondary schools of Southern districts was comprised the target population of the study. The sample of the study was consisted of 300 (150 teachers & 150 students) respondents. The researcher selected the respondents through simple random sampling technique. The collected data were entered in SPSS- 17 for analysis. that teachers seem to be agreeing while students seem to be less agreeing with the statement "teacher demonstrates personal knowledge to the students". However moderate significant differences were found between teacher and students views. regarding the statement. There is significant correlation between students' marks and availability dimension, while there is slight correlation between students' marks and connectivity, communication and total score dimensions. There is significant correlation between connectivity, availability, communication and total score, while there is low correlation between connectivity and communication, moderate correlation between connectivity and availability and high correlation between connectivity and total score.

Key Word: Relationship, Academic Achievement, Students

INTRODUCTION

An extensive writing provides confirmation to muscular as well as supportive associations among teacher along with student is fundamental to the well growth of all students in school (Birch & Ladd, 1998; Hamre & Pianta, 2001; Pianta, 1999). Constructive student-teacher dealings bring as a supply used for students at danger of discipline breakdown, whereas conflict or extrication among students with adults might complex that danger (Ladd & Burgess, 2001). While the natural world of these associations' change as student's developed, the desire used for connection among students as well as adults in the school situation relics burly starting playgroup to 12th score (Crosnoe, Johnson, & Elder, 2004). Moreover, still school position rising attention on answerability as well as uniform

taxing, the community superiority of students-teachers associations contribute toward together instructive with communal-moving expansion. While student- teacher associations provide an exclusive admission location used for educators as well as others functioning to develop the common as well as education environment of school as well as classroom. These associations might be a straight center of participation or might be view because solitary significant characteristic of winning achievement a lot of the other involvements describe in this scope.

Dealings by teacher might be mostly all significant used for kids who demonstrate untimely educational or performance troubles. Inside one learn exploratory kids on educational danger, a collection of kids be selected while on danger used for recommendation used for particular education or conservation lying on the foundation of low nursery school collection score. Individuals who finally do gain busy referred among nursery school as well as next attain be compare with individuals who, in spite high danger, be promote or referred (Pianta, Steinberg, & Rollins, 1995). The kids who, in spite of predictions of defense or commendation, be ultimately promote or referred have distant additional optimistic relationships by their teacher their high-risk peers who be retain or referred. Likewise, unhelpful third-and fourth-graders that be competent toward shape cooperative relatives by teacher are probable than additional unhelpful student be healthy like with peer (Hughes, Cavell, & Willson, 2001). Constructive relations by teacher might assist persons behaviorally helpless student study further adaptive performance, as evidence in one original learn between a collection of unhelpful African American along with Hispanic student which cooperative student-teacher relations be linked by income of refuse negative performance among instant with third score (Meehan, Hughes, & Cavell, 2003).

Desire used for productive association by teacher does not reduce when grown-up kids. Preserve in teacher-student relationships might be typically outstanding at development point, such as development from basic to center school teacher corresponds emotional and getting as well as create them available for personal announcement with student go onward creative relational processes feature hold up. These cooperative associations help retain student wellbeing in educational along with communal pursuit, which within go round guide toward improved grade along with further constructive look closely relations. Whereas teacher be not the just base continue for center discipline student, continue students accept starting their parents, peers, as well as teacher seem toward contain preservative, therefore virtually self-determining, effects. As a result, teacher continue in the middle of this period grouping might be alive mostly important used for student who contain small level of close relative maintain.

Though student has fewer occasions by teacher throughout high school, here be physically powerful confirmation to relations by adult in these setting be in the middle of the majority central predictors of accomplishment. Information from the nationwide Longitudinal learning of young person physical condition point out that elevated discipline student coverage better connectedness toward teacher show inferior charge of emotional pain, desperate ideation, desperate performance, brutality, material desert, as well as early sexual movement (Resnick et al., 1997). Association by teacher is improved psychoanalyst of several outcomes than is students intelligence of relations connectedness. Because among youthful student, the profit of constructive relations through adults are not incomplete to societal along with moving outcome. while mutually parental as well as instructor hold up be significant inside predict students attainment, a new learning indicate to student-perceived educator association be the reason the majority strongly related through increase within success as of 8th to 12th score (Gregory & Weinstein, 2004).

By the accountability of educator along with scholar toward make accessible education setting toward get better cognitive growth as well as academic accomplishment, it become evident persons non-intellectual factor too give good reason for educators' interest. Nightingale (1994) debate within university by improved group size through student starting dissimilar background inside several aspects, create an moving as well as cooperative feeling be constructive toward elevated superiority knowledge with too extremely demanding used for the instructor. Similarly, according to Biggs (1999), every human being educator, similar to institution since a complete, create a knowledge background also during official or unofficial relations by student. These surroundings are regarding how a educator as well as student 'consider on belongings with to reasonably have optimistic as well as harmful effect going on students' knowledge.' He more acknowledged to 'the value of the association put happy among teacher as well as student, or inside an organization, be referred toward its atmosphere, the method the student consider regarding it.

Teacher, also within the classroom or outer the classroom, use an enormous contract of pressure on establish a superior advantage of teacher-student. During an emotional atmosphere 'the majority major ingredient of charming teaching' designed for teacher to make happy be toward retain as well as build up a optimistic association by student as well as give exacting income toward supply used for students' supplies along with wellbeing (Jones, 2004). Students' deeper compliant be able to achieve during conversation as well as assistance through peers and teacher (Biggs, 1999).

Be able to argue to student-teacher association be virtually significant during education as well as culture. Hypothetically they make accessible a impartial used for implication of teacher-student association in philosophy as well as knowledge. Empirically they shape conception of superior instruction with superior teacher during conditions of teacher association.

Background of the Study

The teacher student association is very significant for children. Children use more or less 5 to 7 hours a day with a teacher for approximately 10 months. We inquire ourselves what is measured a good teacher. Every one of us has left through instruction, and if lucky had a preferred teacher. A constructive connection among the student and the teacher is complicated to set up, however be able to be establishing for both individuals at either end. The individuality for a helpful relationship can differ to set a knowledge experience friendly and attractive the students to study. A teacher and student who have the individuality of high-quality infrastructure, esteem in a classroom, and demonstrate attention in schooling from the tip of sight of the teacher and knowledge from a student will set up a optimistic connection in the classroom. I determination be focusing on the connection among the student and teacher, connecting a location in the main grades, which I have establish second grade to be very significant for the student to increase a helpful approach for their prospect learning.

Children have dissimilar strategies for knowledge and achieving their goals. A small number of students in a classroom will take hold of and study rapidly; however at the same time there will be those who have to be continually skilled using different techniques for the student to be capable to appreciate the lesson. Going on the other hand, there are those students who trick about and use school as activity. Instruction then becomes hard, particularly if there is no correct announcement. However, teachers, creating a constructive association with their students, will not unavoidably manage of all the upsetting students. The book, account table Classroom regulation written by Vernon F. Jones and Louise Jones discuss how to generate a culture atmosphere friendly for children in the basic schools. According to the Jones,

“ Student disruptions will happen regularly in course that are badly prepared and managed where students are not provided with suitable and attractive instructional tasks”.

The input is, teachers require to incessantly observing the student in order for him or her to be awake of any difficulties the student is having. Thoughtful the child's trouble, fright, or confusion will give the teacher an improved considerate the child's education difficulties. just the once the teacher becomes attentive of the troubles, he or she will have more tolerance with the student, therefore creation the child sense safe or less puzzled when education is taking place in the classroom.

The announcement among the student and the teacher serves as a relationship between the two, which provides an improved feeling for a classroom atmosphere. Of path a teacher is not leaving to appreciate every difficulty for every child in his or her classroom, however will obtain sufficient in sequence for those students who are stressed with exact tasks. An important body of research indicates that “educational attainment and student performance are subjective by the value of the teacher and student connection” (Jones 95). The more the teacher connects or communicates with his or her students, the more probable they will be clever to assist students study at an elevated level and achieve rapidly.

Consequently, those teachers who show esteem towards their students mechanically win help by having active learners in their classroom. The superior or unpleasant teacher will not have these helpful qualities due to his or her require of manage over the children. Teachers must declare that they should too be treated with high opinion and their farm duties to make sure that students pleasure each other with compassion. According to the Jones, “teachers are confident to combine their affection and determination towards the students in their classroom, but with practical limits”.

Educational accomplishment has been variously defined: as altitude of ability attained in educational occupation or as officially acquired information in school subjects which is frequently represented by percentage of marks obtained by students in examinations (Kohli, 1975). Researchers have exposed that as well being the criteria of encouragement into the subsequently class, educational attainment is a directory of all prospect achievement in life. Greater achievers in the educational earth usually are likely to preserve their level, of attainment in the professional field too. Furthermore, Reis et al. (1984) reported that educational attainment also has an important result on personality assessment of learners. To reach the objective of brilliance in the educational area, and to optimize educational attainment to a greatest, an assessment of correlates of educational accomplishment and its implications for educationists and policy makers would be significant.

An official foundation to investigate the determinants of educational attainment as complete with Binet's attempts to predict children's educational attainment from their aptitude scores. There is an irresistible proof establishing aptitude as the most important predictor of educational attainment (Karnes et al., 1984). Thorndike (1963) sharp out, a correct communication between intelligence and achievement.

Several studies have been done to narrate cognitive style with educational attainment. Field independent subjects were establishing to be elevated on attainment, than field dependent subjects (Holper and Helen, 1986).

Comprehensive expectancies urbanized by students to play a vital responsibility in their attainment. Internality (faith in inner Control) is absolutely connected with educational attainment.

The teacher's individuality and technique of communication with the students has been reported to be a very vital variable in student's attainment. Pupils like non-authoritarian teacher's improved, believe free in expressing their difficulties with them, and attain advanced outcome in their classes. Hsu (1983) originate comparable outcome. Teachers who are winning

in creating an environment of heat and support can take out better pupil attainment. Modification in school, at home and with peers generates better classroom assurance.

Murray and Staebler (1974) reported that teachers achieve on Locus of have power over was directly connected with students achievements. Stake and Norman (1985) reported that teacher magnetism was absolutely connected with academic development, self-confidence and inspiration. However this was accurate only for students with same sex teacher models. Among students with opposed sex models, teacher revulsion was not connected to student development and Marshall Weinstein (1986) reported that teacher's announcement patterns, and his discrepancy dealing to students as apparent by students was very significant determiners of student's attainment.

Evaluation of individuality characteristics with academic achievement reveals that, there is not easy uncomplicated association between personality and attainment as there are other applicable dominant variables like teaching strategies, age, sex and encouragement level of the learner etc. When teachers, and researchers required finding out the reasons for the better attainment of introverts, a little facts emerged which can be helpful in attractive the academic attainment of extroverts too. It was felt that the low attainment of extroverts might be appropriate to their low encouragement, which makes it complicated for them to sustain attention for long period's necessary for successful.

Academic study Campbell and Hawley (1982) carried out a study between students in the school library, with extroverts attractive more breaks than introverts, and additional worried about selecting a learn position that accessible better socializing opportunities. This requires of the extroverts for societal inspiration may conflict with require for to use time on studies and thus may being too upset their academic pursuits after teenage years. This might be a cause why timidity is connected completely with attainment after 13 years or so only.

Instruction strategy has also been establish to be very significant in formative the attainment of extroverts It was establish that extroverts advantage more from familiar, formless teaching methods, though introverts learn better in a prepared learning surroundings with conventional schooling approach. While extroverts were trained by the technique they favored, they were advanced in attainment than introverts, again which was obvious yet a month later (Leith, 1974 and Shadbolt, 1978). Until freshly our educational system has been extremely planned and official consequently the reported academic dominance of introverts might be due to the information that our educational system in geared to the requirements of introverts rather than extroverts, who need a dissimilar instruction strategy, only which stresses personality, individual communication, flexibility and naturalness in instruction. Teachers may be keen on meaningful about sure interference strategies which can develop the accomplishment of students. During this circumstance, result of numerous researches is very applicable.

Gauthier et al. (1984) reported that educational accomplishment was improved that the majority by use of three socializing agents via peers, teachers and parents to strengthen academic performance. Reinforcement using all three agents was the mainly effectual method to advance accomplishment.

1.3 OBJECTIVES OF THE STUDY

The following were the objectives of the study:

1. To compare teachers and students perceptions regarding their relationship.
2. To explore correlation between teachers-students relationship and students' academic achievement.
3. To identify dimensions of relationship between teachers-students.
4. To recommend strategies for improvement of teachers- students relationship.

RESEARCH DESIGN

This was a descriptive type research using survey method.

Population and Sample:

The population of the study comprised of all the male teachers and students of Govt: secondary schools located at Southern district in Khyber Pakhtunkhwa, Pakistan. A list of all the teachers working in Govt: secondary schools and students were obtained from the Executive District Officer (Education) of Southern District. Using a simple random sampling method three hundred (150 teachers and 150 students) were sampled in this study.

Delimitation

This study was delimited to the views of Government Boys Secondary Schools teachers and students enrolled in session 2012-13 of Southern Districts in Khyber Pakhtunkhwa, Pakistan.

Research Instrument:

Self-developed questionnaires were used as a research instrument in this study. On the basis of the review of the related literature, on a five point Likert-Scale, a twenty seven- item questionnaires were developed primarily to identify the Impact of teachers-students relationship on students academic achievement. The questionnaires were subject to a pilot run. The reliability coefficient Cronbach alpha value 0.853 was found. For the purpose of reliability, the instrument was administered to 50 respondents (25 teachers and 25 students). For the purpose of validation, the instrument was administered to 15 experts.

Administration of the Research Instrument

The following procedure was adopted to collect the relevant data. Three hundred (150 teachers and 150 students) Govt: secondary schools were randomly selected for this study. The researchers personally visited all the sampled schools and briefed the teachers and students about the purpose and importance of study. They were requested to permit their teachers and to fill in the questionnaire. To get authentic and high response rate, each item was read out for the teachers and students and they were asked to tick in one response option column out of five, of their own choice in the questionnaire. During the all process, the teachers and students were ensured that their views will not be disclosed to anyone. These questionnaires were got filled in the same time and on the same day for each and every school one by one from where the teachers and students were selected randomly for the sample of the study. The process of visiting 300 (150 teachers and 150 students) to collect data almost took about three months. Therefore, in this way, hundred percent response rate was achieved for this study.

DATA ANALYSIS

The main purpose of the study was to identify the Impact of teachers-students relationship on student's academic achievement. Therefore, for the purpose the questionnaire were developed accordingly and required data was collected. The collected data was entered into SPSS 17 and results of the study were generated according to the demand of the objectives using chi-square spearman rho correlation methods. The level of significance selected for making inferences about population was 0.01.

The following 5 point Likert scale was used in this study:

Weight	Scale Applied	Scale	Scale Abbreviation
1	1	Strongly Disagree	SDA
2	2	Disagree	DA
3	3	Undecided	UD
4	4	Agree	A
5	5	Strongly Agree	SA

Table 1: comparison of teacher and students views regarding teacher demonstrates personal knowledge to the students

Statement	Respondents	Count	SDA	DA	UD	A	SA	χ^2	P	Phi
Teacher demonstrates personal knowledge to the students.	teacher	Observed	0	7	0	107	36	39.25	.00	.36
		Expected	2.5	7.0	5.0	83.0	52.5			
	student	Observed	5	7	10	59	69			
		Expected	2.5	7.0	5.0	83.0	52.5			

Note: *significant at the 0.05 level (2- tailed)

Table 1 shows that teacher observed frequency for A= 107 is greater than expected frequency 83.0 while students observed frequencies for SDA= 5, UD= 10 and SA= 69 are greater than expected frequencies (2.5, 5.0 and 52.5 accordingly) with $\chi^2 = 39.25$, $p = .00$ and $\phi = .36$. This indicates that teachers seem to be agreeing while students seem to be less agreeing with the statement "teacher demonstrates personal knowledge to the students". However moderate significant differences were found between teacher and students views regarding the statement.

Table 2: correlation between students marks and three dimension of students and teachers relationship

Correlations

		students marks	connectivity	availability	Communicavity	Total Score
students marks	Pearson Correlation	1	.074	.211**	.030	.126
	Sig. (2-tailed)		.370	.009	.711	.123
	N	150	150	150	150	150
Connectivity	Pearson Correlation	.074	1	.457**	.367**	.823**
	Sig. (2-tailed)	.370		.000	.000	.000
	N	150	300	300	300	300
Availability	Pearson Correlation	.211**	.457**	1	.417**	.780**

	Sig. (2-tailed)	.009	.000		.000	.000
	N	150	300	300	300	300
Communicativity	Pearson Correlation	.030	.367**	.417**	1	.732**
	Sig. (2-tailed)	.711	.000	.000		.000
	N	150	300	300	300	300
Total Score	Pearson Correlation	.126	.823**	.780**	.732**	1
	Sig. (2-tailed)	.123	.000	.000	.000	
	N	150	300	300	300	300

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that correlation of students marks with connectivity, availability, communication and total score. The value of “r” between students’ marks and connectivity, availability, communication and total score are .074, .211, .030 and .126 respectively at o.o1 level. The r value .211 shows significant correlation between students’ marks and availability dimension, while there is slight correlation between students’ marks and connectivity, communication and total score dimensions.

Table shows that correlation of connectivity with students marks, availability, communication and total score. The value of “r” between connectivity and students marks, availability, communication and total score are .074, .457, .367 and .823 respectively at o.o1 level. The r value .457,.367 and .823 shows significant correlation between connectivity , availability, communication and total score, while there is low correlation between connectivity and communication, moderate correlation between connectivity and availability and high correlation between connectivity and total score.

Table shows that correlation of availability with students marks, connectivity, communication and total score. The value of “r” between availability and students marks, connectivity, communication and total score are .211, .457, .417 and .780 respectively at o.o1 level. The r value .211, .457,.417 and .780 shows significant correlation between students marks , connectivity , communication and total score, while there is low correlation between availability and students marks , moderate correlation between availability with connectivity and communication and high correlation between availability and total score.

Table shows that correlation of communication with students marks, connectivity, availability and total score. The value of “r” between communication and students marks, connectivity, availability and total score are .030, .367, .417 and .732 respectively at o.o1 level. The r value .367,.417 and .732 shows significant correlation between communication , connectivity , availability and total score, while there is low correlation between communication and connectivity, moderate correlation between communication and availability and high correlation between communication and total score.

Table shows that correlation of total score with students’ marks, connectivity, availability and communication. The value of “r” between total score and students’ marks, connectivity, availability and communication are .126, .823, .780 and .732 respectively at o.o1 level. The r value .823,.780 and .732 shows significant correlation between total score , connectivity , availability and communication, while there is high correlation between total score with connectivity ,availability and communication.

CONCLUSIONS

On the basis of findings the following conclusions were drawn:

1. Strong significant differences were found between teacher and student views regarding relationship with each other.
2. Student motivation is more dependent on teacher –student good relationship.

3. Very strong significant differences were found between teacher and student regarding academic achievement.
4. Strong significant differences were found between teachers and students views regarding sharing persona knowledge, genuine care and interest with each other.
5. Strong significant differences were found between teachers and students views regarding supportive attitude, sensitivity to individual emotional and cultural difference with each other.
6. Strong significant differences were found between teachers and students views regarding affection and mutual understanding, struggling for the promotion of education, academic and social concerns with each other.
7. Strong significant differences were found between teachers and students views regarding availability of teacher for help, frankly exchanges of information and experiences with each other.
8. Strong significant differences were found between teachers and students views regarding teacher feel comfortable, students totally depends on teacher, complete his home work and assistance with each other.
9. Strong significant differences were found between teachers and students views regarding teacher feel confident, better, pay attention and utilizes other resources for the development of student's lives.
10. Strong significant differences were found between teachers and students views regarding their dimensions i-e connectivity, availability and communication with each other.
11. Strong significant differences were found between teachers and students views regarding total score or views and student's marks or academic achievement.

RECOMMENDATIONS

The following recommendations and suggestions were given on the basis of findings.

1. As findings showed that teachers are satisfied with the teachers-students relationship in the schools, therefore they may provide favorable working environment. They may give up-to-date facilities and encouraging environment in the schools in which they may feel comfortable, joyous and motivated for their work.
2. The teachers may be provided the opportunity for advancement and may be encouraged through rewards, incentives and promotion on their performance. They may also be provided the opportunities of career advancement and to achieve greater academic achievement of the students.
3. As differences between teacher and student regarding Relationship with peers, status and work itself. Therefore teachers may be provided with appropriate feedback without treating them distinctly. Teachers may be encouraged to participate in different activities side by side with students. Therefore harmony and equity may be maintained as much as possible with proper feedback.
4. Teachers may be respected, encouraged and facilitate during their jobs. Teachers may be given proper and relatively responsibilities according to their expertise.
5. According to the present study the teachers' motivation is more dependent on students' achievement. Therefore management and administration may give due consideration to the fulfillment of teachers-students relationship. These factors may be promoted and cultivated in schools.
6. Teacher and student co-operative relationship is necessary for the student academic achievement.
7. Teacher and student provide such environment in which curricular and co-curricular activities are take place, which is very important for good academic achievement.

8. Teachers and student need to be connectivity, availability, and communication with each other for the good student academic achievement.

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