A STUDY OF 7TH GRADE SUDENT'S VIEWS ON STUDENT-TEACHER RELATIONSHIP AND ITS EFFECT ON ACADEMIC GRADES AT SCHOOL LEVEL IN QUETTA DISTRICT

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ABSTRACT

The study explores the views of students, and investigates the effect of their views on their academic performances in the form of grades. The hypothesis tested in this study was thatthe positive relationshipbetween teacher and students leads to a high academic achievement. This research was conducted in Elementary schools of Quetta. The sample used for this study was 6 Elementary schools, both of male and female and the sample consisted of 200 students. The students were selected randomly from the chosen 6 schools. The nature of the study was quantitative and questionnaire was used for the collection of data. The outcomes of the study reveal that a correlation exists between student relations with their teachers and the findings of the regression test show that positive relationship of teachers with their student impact student achievement.

Keywords: *academic performance, student/teacher relationship, effect, grades*

In the teaching learning process, the communication between teachers and students is necessary, and is the essential part of their relationship. Teachers normally form a strong student-teacher relationship. The teacher serves as a guide and tutor and brings out the best in the student. For teachers, the relationships provide a foundation for pedagogical and curricular activities and lead to their increased investment in students' growth, development, and academic success. Students who have such relationships feel more comfortable in their learning environment, interested in the material, and motivated to perform well. A healthy relationship between a teacher and a student can inspire, motivate and positively influence the growth of the student. On the other hand, any relationship between a teacher and student that is perceived inappropriate, can have a bad effect on the student's progress. Student-teacher relationship can have a healthy future when both individuals respect the role they agreed to play.

There was a time when only the teacher had the authority to run the education system. They were called the authoritarian teachers. These teachers were rigid and had control

of the students. The use of corporal punishment was very common and was used by many teachers. Finkelstein stated that at that time "for the maintenance of any rule and order the teachers relied on force and fear". In the early 20th century, the industrialization and urban life began and the condition of classrooms seemed quite different. Though the teachers continued the authoritarian nature, but at some point corporal punishment disappeared. Classrooms became a little bit safer for students. Nowadays, the most common problem faced by students everywhere is the lack of student's achievement which has greatly affected the education system as a whole.[1]

The two objectives of the study were to investigate and explore the relationship between the two components of this triangle namely, teacher, student and academic grades by assessing students' views and its effect on the academic achievements of the students. What are the views of students regarding their relationship with their teachers and how it affects student's achievements and grades?

The relationship between teacher and student is ever-present in the classroom and is considered important to improve students' achievement. In the classroom environment the interpersonal relationship between teacher and students is an important element contributing to the learning process of students. Earlier studies have investigated the associations between interpersonal relationships. The student out comes have shown that particular teacher-student relationships are more effective for student achievement and attitudes than others. The teacher–student relationship is one of the most powerful elements within the learning environment. A major factor affecting students' development, school engagement and academic motivation, form the basis of the social context in which learning takes,is teacher–student relationships.[2] Different researches have been conducted in this regard and review of literatures shows that belongings and relationship in ordinary life and in educational settings are very essential.

The "capability of developing relationship and maintaining those relationships is the important characteristic of humanity, without it, no one will be able to survive, learn, work and live happy and relaxed life [3]. Though the education system, infrastructure, administrators, staff, students and teachers of any institution are different from one another but the requirements for the relationship or interaction remains the same. The interaction is not only better for good communication but also for emotional and academic enhancement of students [4].Positive relationships between student and teachers are particularly beneficial, as it has been found that stronger the relations higher will be the academic grades. [5]

The importance of connectedness between teacher and students in educational settings, and its effect on student's adjustment to the school has been discussed extensively in research at all levels of education (whether in kindergarten, primary and secondary education) and this need has been felt that there should be good interactions between teachers and students at higher level also. [6]

corelation exists between student teacher relationship, academic result and engagement of students [7].When student started going to high school then student–teacher relationship is considered important for academic performances and school engagement, especially when it is positive in nature, butif there is negative relationship then academic performance is strongly affected [5]

Niebuhr conducted a research and pointed out the opinions of 7th grade students about the student teacher interaction. The results showed that this interaction has its own significant value besides the best quality condition of the classroom. Teachers have given the opportunities to the students to know about them and develop good interactions with them, motivate the students towards hard working and as a result academic achievements improve [8].

Students spend many years in school. Social psychologists feel that the relationship between teacher and student can impact the development of the individual. It is essential to avoid social categorization between teacher and student. Both parties need to be cooperative as a team to help their educational goals are successfully achieved [9].

Student-teacher relationships are not only important but are necessary. The students must be placed in the situation to think critically. Engaging them in thinking that push them at the highest levels of Bloom's and challenged them at the highest degree of application when students are required to think and work [10]**.** Positive teacher-student relationships play an equally important role in students' success across all subjects [11]**.**Relationships, whether positive or negative in nature, have had great effects on the quality of students' life. It was reported that the lack of high quality relationships resulted in negative effects among students, including depression, anxiety, and poor health in general [12].

METHOD

The study was quantitative in nature involving survey method through questionnaire.The students of 7th grade of government schools for the year 2014-2015 in district Quetta were taken as population for the study. Multistage sampling technique was used. Total six schools and 200 students were selected through convenient sampling and simple random sampling techniques respectively. The questionnaire was distributed and data were collected. The results of the same students were obtained from the school authorities for further analysis. The instrument used for the study was a questionnaire. There were about 50 questions in the questionnaire. Using expert opinion, the instrument has been validated. The instrument for the study has a good internal consistency, with a Cranach alpha reliability coefficient (.842).
The variables used in this study were independent and dependent variables. The independent variable was the student teacher relationship and the dependent variable

was their academic grades. Keeping all the extraneous variables constant, the effect of students' teachers' relationship on academic grades of students was assessed.

RESULTS

The data were collected and analyzed. It was first analyzed by descriptive statistics and was interpreted. Then two tests were applied to that data. The correlation was applied to find out the relationship between student and teachers. And regression was applied to find out the effect of that relationship on student's academic grades.

Table 1. *Mean and standard deviation of students' views about student teacher relationship*

	Mean scores	Standard Deviation
Students views about tstudent teacher relationship	2.73	.44

The table 1 highlights the overall mean score and standard deviation of the students' views about their relationship with their teachers. The mean score 2.73 (SD=.44) shows that students have different types of views about relationship with their teachers. And these views are the main variable of the study.

The aggregate mean score support that students have better understandings of student teacher relationship in their classroom and school. They like their teacher's care, support and encouragement for them. The researcher claims that though students are afraid of their teachers, but they try to make good relations with them and this will lead to success.

Table 2:*Mean and standard deviation of behavior/attitude of teachers towards their students.*

	Mean scores	Standard Deviation
Behavior/attitude of teachers towards their students.	2.98	.357

Table 2. Highlights the overall mean score and standard deviation of the statement of teacher's attitude towards their students. The mean score 2.98(SD=.357) is the aggregate of teachers behavior and attitude towards their students. This shows that students are happy with the friendly behavior of their teachers. They show their

agreement that their teachers are helpful in and outside of the class and they treat every student equally.

It supports the researcher allege that the teacher has good behavior towards their students and this has a positive effect on students performance which is that they come to the school happily and enjoy their stay there.

Table 3: Mean and standard deviation of students' views about teaching methodology

	Mean scores	Standard Deviation
Teaching methodology	3.25	.344

The total mean score and standard deviation of the teaching methodology used in institution is highlighted by table 3. The mean score is 3.25(SD=.34). This cumulative mean score shows that the teaching method used by the teachers is supported by the students. Students like encouragement, reinforcement and interactive method of teaching. This has make students able to express their views freely in classroom.
As it has been stated that those teachers who use different methods and help students during teaching have good results.

Table 4: Mean and standard deviation of relationship of teacher with the students with in the classroom.

	Mean score	Standard Deviation
Relationship of teacher with the students within the classroom.	3.13	.42

Table 4 points out the overall mean score and standard deviation of the views of students about the relationship of teachers with the students and classroom. The total mean score 3.13(SD=.42) is the aggregate of the views of students those say that they have good relation with their teacher and class.

The mean score shows clearly that teachers have good relations with the students and they control the classroom disruptions easily. As attendance is very important in any educational settings, students agree that relationship with teachers affect their attendance in the class.

Table 5: Mean and standard deviation of teacher's characteristics

	Mean score	Standard Deviation
Teacher characteristics	3.21	.407

Teacher student's relationship is very necessary for running the education system. Table 5 shows the mean score and standard deviation which is 3.21(SD=.407). This aggregate has shown clearly those teachers who bear good moral character are liked by the students. Students trust them and have good relationship with them.

The overall result has highlighted that students are happy with their teachers, this will make children able to respect the teachers. By making positive attitude, students will be able to get good results.

Table 6: Frequency and percentages of student's evaluation about their teachers.

S.no	Statement	Best		Better		Good		Poor	
		F	%	F	%	F	%	F	%
50.	What is your evaluation of the current relationship between the teachers and the students?	54	26.9	67	33.3	33	16.4	46	22.9

Table 6 shows different categories which were made by the researcher after getting various responses. Students were asked to answer the question openly. Four different categories have been made regarding their answers. The analysis of the question shows that most of the students have better relationship with their teachers. Their frequency and percentage is 67 and 33.3 respectively. 26.9% students evaluated that they have best relations with their teachers. 33(16.4%) students stated a good relation while 46 (22.9%) students viewed that they have poor relations with their teachers.

Table 7:Test of correlation

Variables	N	M	SD	Sig.(2-tailed)	r
Academic achievement	200	3.16	.29	.078**	.125*
Student teacher relationship	200	3.03	.31		

*Correlation is significant at the 0.01 level (2-taild)
** $p \leq .05$

The table highlights the correlation among academic achievement of the students and student teacher relationship. There is a positive relationship between academic achievement (M=3.16, SD=0.29) and student teacher relationship (M=3.03, SD= .31), $r = .125$, $p \leq .05$, $n = 200$. It is clear from the above table that there is correlation (.125) among students relation with their teacher and academic achievement but the magnitude of relationship is very small and not significant.

Table 8: Test of simple linear regression

	Academic achievement of the students	R^2	F	Sig.(2-tailded)	B	t
Positive relation with teachers	.125*	.016	3.135	.078	.125	1.78

*$p \leq .05$

A simple linear regression was calculated to predict higher academic achievement based on positive relationship with teachers. A regression equation was found (F $(2,198) = 3.13$, $p < .078$), with an R^2 of .016.

The result of the regression table explains that there is not a significant relationship (.125) among students relationship with their teachers and their academic achievement. The result of regression indicated the predictor (relationship with teachers) explained only 1.6 % variance in the score of predicted (academic achievement). The amount of variance in dependent variable is very small but there exist a correlation among academic achievement and student-teachers relationship.

MAJOR FINDINGS

1. Students have better understanding of the relationship they have with their teachers. It has proved analytically that pupils have different types of views about the behavior of teacher, teaching methodology, class control and about good qualities and characteristics of teachers.
2. There is very small correlation among the student academic achievement and students' relation with their teachers.
3. Regression test highlights that there a very small amount of variance is accounted in dependent variable (academic achievement) due to independent variable(student relationship with their teachers).

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