

**A STUDY ON STUDENTS - TEACHERS RELATIONSHIP AND ACADEMIC  
ACHIEVEMENT OF THE IX STANDARD SCHOOL STUDENTS**

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**ABSTRACT:**

The student teacher relationship is very important factor for children .Student spent almost 5 to 7 hours a day with a teacher for almost 10 months in a year. Positive relationship is essential for children to give better results .A teacher should be a friend, philosopher, guide & facilitator. Real purpose of education is not fetching bread & butter alone but it is something more than that.

**INTRODUCTION:**

The impact of Teacher - Child Relationships has been well documented from a wide array of studies in the last years. Positive and affective teacher child relationships promote children's cognitive, emotional and social development, especially in early childhood. This strongly supported knowledge has led various global institutions and governments (OECE, EU, UN, and UNESCO) to place the quality of teacher – child interactions in the epicenter of their educational policies and their key priority targets. The increasing recognition of the contribution of Teacher - Child Relationships to Students' development, School adjustment and academic success increases the demand for precise and accurate measurement of the quality of these relationships.

**OBJECTIVES OF THE STUDY:**

1. To find out the significant different between the mean scores of Students – Teachers Relationship among IX Standard School Students based on the following :

- Gender
- Medium of Instruction
- Type of Family
- Type of School
- Fathers Educational Qualification
- Parental Income

2. To find out the significant different between the mean scores of Academic Achievement among IX Standard School Students based on the following

- Gender
- Medium of Instruction
- Type of Family
- Type of School
- Fathers Educational Qualification
- Parental Income

3. To find out the relationship between Students - Teachers Relationship and Academic Achievement among IX Standard School Students.

### **HYPOTHESES OF THE STUDY:**

The following hypotheses were formulated to realize the above objectives.

1. There is no significant different between the mean scores of Students – Teachers Relationship among IX Standard School Students based on Gender (Boys, Girls).
2. There is no significant different between the mean scores of Academic Achievement among IX Standard School Students based on Gender (Boys, Girls).
3. There is no significant different between the mean scores of Students – Teachers Relationship among IX Standard School Students based on Medium of Instruction (Tamil, English)
4. There is no significant different between the mean scores of Academic Achievement among IX Standard School Students based on Medium of Instruction (Tamil, English)
5. There is no significant different between the mean scores of Students – Teachers Relationship among IX Standard School Students based on Type of Family. (Joint, Nuclear)
6. There is no significant different between the mean scores of Academic Achievement among IX Standard School Students based on Type of Family. (Joint, Nuclear)
7. There is no significant different between the mean scores of Students – Teachers Relationship among IX Standard School Students based on Type of School (Government, Aided and Private).
8. There is no significant different between the mean scores of Academic Achievement among IX Standard School Students based on Type of School (Government, Aided and Private)

9. There is no significant different between the mean scores of Students – Teachers Relationship among IX Standard School Students based on Father Educational Qualification. (Illiterate, School level, Degree level)
10. There is no significant different between the mean scores of Academic Achievement among IX Standard School Students based on Father Educational Qualification. (Illiterate, School level, Degree level)
11. There is no significant different between the mean scores of Students – Teachers Relationship among IX Standard School Students based on Parental Income. (Below -10,000, 10,000 - 20,000, Above - 20,000)
12. There is no significant different between the mean scores of Academic Achievement among IX Standard School Students based on Parental Income. (Below - 10,000, 10,000 -20,000, Above - 20,000)
13. There is no significant relationship between Students - Teachers Relationship and Academic Achievement among IX Standard School Students.

#### **RESEARCH METHODOLOGY:**

The normative survey method is followed in the present study. The investigator collected data from the selected IX Standard School Students in Chennai District.

#### **SAMPLE SIZE:**

A sample of 300 IX Standard School Students was selected using purposive sampling technique in Chennai District.

#### **TOOLS USED IN THE STUDY :**

The following Standardized tools were used in this study

1. Personal data sheet development by the Investigator – (Appendix – I)
2. Students - Teachers Relationship Scale Developed by the investigator - (Appendix – II)
3. Academic Achievement developed by IX Standard School Students half yearly marks

#### **STATISTICAL TECHNIQUES USED :**

The data collected by the investigator from the sample were analyzed statistically. In the present study the relevant data collected were the scores secured by 300 IX Standard School Students in Scale of Students - Teachers Relationship questionnaire and Academic Achievement. These data were analyzed by employing the following statistical tools to arrive at meaningful conclusions.

1. Descriptive analysis
2. Differential analysis
3. Relational analysis sampling technique in Chennai District.

### **MAJOR FINDING OF THE STUDY**

1. There is no significance difference between boys and girls on their mean scores of Students - Teachers Relationship.
2. There is no significant difference between Tamil and English medium Students on their mean scores of Students - Teachers Relationship
3. There is a significant difference between the nuclear and joint Family on their mean scores of Students - Teachers Relationship.
4. There is no significant difference between the levels of Students – Teachers Relationship among IX Standard School Students based on Father Educational Qualification.
5. There is no significant difference between the levels of Students – Teachers Relationship among IX Standard School Students based on types of School.
6. There is no significant difference between the levels of Students – Teachers Relationship among IX Standard School Students based on Parental Income.
7. There is no significance difference between boys and girls on their mean scores of Academic Achievement.
8. There is no significant difference between Tamil and English medium Students on their mean scores of Academic Achievement.
9. There is no significant difference between the nuclear and joint Family on their mean scores of Academic Achievement.
10. There is no significant difference between the levels of Academic Achievement among IX Standard School Students based on Father Educational Qualification.
11. There is no significant difference between the level of Academic Achievement among IX Standard School Students based on type of School.
12. There is no significant difference between the level of Academic Achievement among IX Standard School Students based on Parental Income.
13. There is a significance relationship between Students - Teachers Relationship and Academic Achievement among IX Standard School Students.

### **CONCLUSION :**

The present investigation has yield many interesting results which bound to add to the volume of knowledge already present in the field of investigation.

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