Interpersonal Relationship between Secondary School Teachers and Their Students on the Academic Achievement

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Abstract

This research study mainly related to interpersonal relationship between Secondary School Teachers and Their Students on the Academic Achievement. The data was analyzed by using mean, standard deviation, coefficient of correlation and t-value.

The findings of the study are maximum number of students in government aided secondary schools said that their science teachers lead, inspire, and creates in their students, the science teachers of both government aided and non aided secondary schools are having leadership qualities, friendly behaviour, understanding the students and strict, majority of secondary school students of Marathi medium schools says that their science teachers are friendly, having leadership qualities, understanding and gives freedom,english medium science teachers are having leadership qualities, friendly in nature, understanding and gave more freedom to students, there is a significant difference in the interpersonal relationship of students and science teachers working in the Government aided and non-aided schools, there is a significant influence of the interpersonal relationship between teacher and secondary school students on the Academic Achievement and there is a significant influence of the interpersonal relationship between teacher and secondary school students on the Academic Achievement.

KEYWORDS: Interpersonal relationship, Secondary schools, Science teachers, Academic achievements

Introduction

Education is a process of teaching-learning, by which learner can acquire knowledge through which life skills and character development of the individual take place. Individual can learn through formal learning or by different life experiences Education is vital for acquiring basic life skills that can make a person more attractive in all aspects of human life.

Teachers are dedicated professionals who have a lasting impact on students. Becoming a teacher will allow you to leverage your strengths and passion as a leader in the education field. If you are looking to make a positive difference in the lives of individual learners, you may want to consider this rewarding profession. Each day you will exercise your creativity, patience and communication skills as you present engaging lessons. As a mentor and role model, students will be inspired by your commitment to helping them develop their unique talents and intellect.

Teachers also serve many other roles in the classroom; teachers set the tone of their classrooms, build a warm/conducive environment mentor and nurturing the students, become role models, listen and look for signs of trouble etc. Interpersonal communication refers to a two-way exchange that involves both talking and listening. It is essential to help forming bonds and building relationships between teachers and their students.

Academic achievement refers to the level of schooling you have successfully completed and the ability to attain success in your studies. It includes excellence in

sporting behaviour, confidence, communication skills, punctuality, culture and life. The teachers role is to promote academic performance.

Significance of the Research Study

1. A good interpersonal relationship between teacher and students enhances the self inspiration among the students and also facilitates the self learning.
2. It also useful for developing good communication skills among the students.
3. A good interpersonal relationship helps the students how to behave in the society.
4. A good interpersonal relationship enhances the self esteem and self confidence of the students.
5. A good interpersonal relationship results into effective learning outcome according to the objectives.

Objectives of the study

1. To study the interpersonal relationship between secondary school students and their science teachers.
2. To study the comparison of interpersonal relationship between secondary school science teachers and their students with the academic achievement of students

Hypotheses of the Study

1. There is no significant difference in the interpersonal relationship of students and science teachers working in the Government aided and non-aided schools
2. There is no significant difference in the interpersonal relationship of students and teachers working in Marathi medium and English schools.
3. There is no significant influence of the interpersonal relationship between teacher and secondary school students on the Academic Achievement

Research Methodology

80 secondary school students were selected from 4 schools of government aided and non-aided schools of Nashik city. In it 20 students from government aided schools, 20 students from non-aided schools, 20 students from English medium schools and 20 students from Marathi medium schools.

Researcher used Questionnaire on Teacher Interaction for collecting the data. It consisted of 8 dimensions such as leadership, helpful, understanding, freedom, uncertainty, dissatisfaction, admonishing and strictness. Each dimension contained 6 items that were responded on a five point scale i.e 0-4 with the extreme alternatives of never and always.

The total score for each dimension is the sum of the responses of 6 items that belong to that dimension. The academic Achievement marks were obtained from their annual examination of schools. Statistical measures like mean, standard deviation, t-test and correlation were used for interpreting the quantified data.

Analysis and Interpretation

Table-1 : Mean and t-values of Interpersonal relationship of science teacher working in Government aided and non-aided secondary schools

Variable	Government Aided		Non Aided		t-value	Level of Significance
	Mean	S.D	Mean	S.D		
Leadership	16.9	2.92	15.6	3.73	1.52	Not significant
Helpful	17.1	3.56	17.8	4.21	0.67	Not significant
Understanding	15.7	3.29	17.2	3.60	2.23	Significant at 0.05
Freedom	13.1	2.82	13.3	4.16	0.26	Not significant
Uncertainty	14.6	4.64	9.3	3.27	8.83	Significant at 0.01
Dissatisfaction	10.2	3.36	8.1	2.72	2.82	Significant at 0.05
Admonishing	10.5	2.17	8.2	2.95	3.39	Significant at 0.01
Strictness	15.8	3.74	12.9	4.63	3.22	Significant at 0.01

For df= 19, the table t-value at 0.05 and 0.01 level of significance is 2.09 and 2.86 respectively. The calculated t-values of leadership, helpful, and freedom aspects of interpersonal relationship are 1.52, 0.67 and .26 respectively. The calculated t-values are less than the table t-values. Hence it is not significant at 0.05 and 0.01 level of significance. So, there is no significant difference in the mean scores of leadership, helpful and freedom aspects of interpersonal relationship of science teachers working in the government aided and non aided schools.

The t-values of understanding and dissatisfaction aspects are 2.23 and 2.82 respectively. These t-values are significant at 0.05 level of significance. The t-values of uncertainty, admonishing and strictness aspects are 8.83, 3.39 and 3.22 respectively. These t-values are significant at 0.01 level of significance. Hence there is a significant difference in the mean scores of interpersonal relationship of science teachers working in the government aided and non aided school with respect to understanding, uncertainty, dissatisfaction, admonishing and strictness aspects.

Table-2 : Mean and t-values of Interpersonal relationship of science teacher working in Marathi medium and English medium secondary schools

Variable	Marathi Medium		English Medium		t-value	Level of Significance
	Mean	S.D	Mean	S.D		
Leadership	16.6	2.67	18.1	3.15	1.65	Not significant
Helpful	17.4	3.44	15.9	2.81	1.77	Not significant
Understanding	17.5	2.96	16.3	3.27	1.45	Not significant
Freedom	16.2	2.23	14.9	2.72	1.71	Not significant
Uncertainty	11.6	3.74	10.3	3.46	1.28	Not significant
Dissatisfaction	9.4	2.72	8.1	2.91	1.72	Not significant
Admonishing	10.9	3.89	8.6	2.47	2.44	Significant at 0.05
Strictness	14.3	3.41	9.2	2.24	5.93	Significant at 0.01

For df= 19, the table t-value at 0.05 and 0.01 level of significance is 2.09 and 2.86 respectively. The calculated t-values of leadership, helpful, understanding, freedom, uncertainty, and dissatisfaction aspects of interpersonal relationship are 1.65, 1.77, 1.45, 1.71, 1.28 and 1.72 respectively. The calculated t-values are less than the table t-values. Hence it is not significant at 0.05 and 0.01 level of significance. So, there is no significant difference in the mean scores of leadership, helpful, understanding, freedom, uncertainty and dissatisfaction aspects of interpersonal relationship of

science teachers working in the Marathi medium and English medium secondary schools.

The t-values of admonishing and strictness aspects are 2.44 and 5.93 respectively. These t-values are significant at 0.05 and 0.01 level of significance respectively. Hence there is a significant difference in the mean scores of interpersonal relationship of science teachers working in Marathi medium and English medium secondary schools with respect to admonishing and strictness aspects.

Hypotheses Testing

Table-3: There is no significant difference in the interpersonal relationship of students and science teachers working in the Government aided and non-aided schools

School Type	Mean	S.D	t-value	Level of Significance
Govt Aided	122.3	9.7	4.90	Significant at 0.01
Non Aided	102.5	16.9		

For df=19, the table t-value at 0.05 and 0.01 level of significance is 2.09 and 2.86 respectively. The calculated t-value for interpersonal relationship of science teachers working in the government aided and non aided schools is 4.90. Hence there is a significant difference in the mean scores of science teachers working in the government aided and non aided schools at 0.01 level of significance.

From this it is concluded that, there is a significant difference in the interpersonal relationship of students and science teachers working in the Government aided and non-aided schools.

Table-4: There is no significant difference in the interpersonal relationship of students and teachers working in Marathi medium and English schools.

School Medium	Mean	S.D	t-value	Level of Significance
Marathi	120.2	7.4	4.69	Significant at 0.01
English	104.7	14.6		

For df=19, the table t-value at 0.05 and 0.01 level of significance is 2.09 and 2.86 respectively. The calculated t-value for interpersonal relationship of science teachers working in Marathi medium and English medium schools is 4.69. Hence there is a significant difference in the mean scores of science teachers working in Marathi medium and English schools at 0.01 level of significance.

From this it is concluded that, there is a significant difference in the interpersonal relationship of students and science teachers working in the Marathi medium and English medium schools.

Table-5: There is no significant influence of the interpersonal relationship between teacher and secondary school students on the Academic Achievement

R1	R2	ρ	t-value	Level of Significance
Interpersonal behaviour scores	Academic Achievement	0.49	4.76	Significant at 0.05

The coefficient of correlation is 0.49 and the calculated t-value is 4.76 which is more than table value, hence it is significant at 0.05 level of significance and the null hypothesis 'There is no significant influence of the interpersonal relationship between teacher and secondary school students on the Academic Achievement' is rejected. Therefore it is concluded that there is a significant influence of the interpersonal relationship between teacher and secondary school students on the Academic Achievement.

Findings of the Study
1. Maximum number of students in government aided secondary schools said that their science teachers lead, inspire, and creates in their students.
2. The science teachers of both government aided and non aided secondary schools are having leadership qualities, friendly behaviour, understanding the students and strict.
3. Majority of secondary school students of Marathi medium schools says that their science teachers are friendly, having leadership qualities, understanding and gives freedom.
4. English medium science teachers are having leadership qualities, friendly in nature, understanding and gave more freedom to students.
5. There is a significant difference in the interpersonal relationship of students and science teachers working in the Government aided and non-aided schools.
6. There is a significant influence of the interpersonal relationship between teacher and secondary school students on the Academic Achievement.
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Conclusion
The interpersonal relationship of science teachers working in government aided secondary schools is more than the science teachers working in non aided secondary schools. And in Marathi medium secondary schools, the students perceived their science teachers shows a more interpersonal relationships compared with English medium secondary schools. The interpersonal relationship between science teachers and secondary school students influences on academic achievements of students.

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