Impact of relationship between students and teachers on the academic performance of secondary school students at NCR and Delhi, India

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ABSTRACT

Low level of academic performance in secondary schools is increasing in recent days, thus induce the present study to do research. Teachers played a major role in improving the academic performance of students in secondary schools. Further motivation is a key aspect of teachers to enhance the academic achievement of school students in general. Hence the present study attempts to find an impact on the relationship between students and teachers on the academic performance of secondary school students in NCR region at Delhi. To obtain the objective, the present study used a secondary data source for data collection. Therefore, the study used various databases like different eminent journals were referred to collect the data. After data collection, the study made analysis with respect to collected articles. The study found out the positive impact of the relationship between students and teachers on academic performance in secondary schools in terms of students getting good moral, motivation and efficient leadership skills from teachers. Similarly, teachers have an excellent, updated knowledge and also have the competency to fulfill the requirements of students’ needs and expectations as a result students obtained academic success. When teachers failed to provide caring, lack of communication and interaction, lack of motivation and leadership skills led to obtaining academic failure. Hence the study recommends that teachers should develop good skills to motivate their students in academic achievement.

Keywords: Academic performance, Motivation, Students teachers relationship

INTRODUCTION

Teachers play a vital role in the journey of students’ in every part of the experience of formal schooling (Baker et al., 2008). Even though most research studies in past have done on teacher-student relationships in the initial years of schooling. However, teachers do support and influence the academic and social development of students at all levels of schooling (McCormick et al., 2013; O’Connor et al., 2011; Baker et al., 2008; Silver et al., 2005). Especially, secondary school education is considered to be the foundation and the solid base to provide higher knowledge in educational institutions. It acts as investment generator and instrument to impart knowledge of students which can be subsequently used to attain faster economic, social, political, technological, scientific and cultural development in India. As per the national policy on education (2004) specified that secondary education is an instrument for national development general development of the security and equality of educational opportunities. In the past few decades, some schools have reported increasing incidence of poor performance in academic achievement due to some factors. However, different people at different times have passed the blame of poor performance in secondary school to students because of their low retention, parental factors, association with wrong peers, low achievement motivation and the like (Aremu and Oluwole, 2001; Aremu and Sokan, 2003). Morakinyo (2003) believed that the falling level of academic achievement is attributable to own teacher use at verbal reinforcement strategy. Others found out that the attitude of some teachers to their job is reflected in their poor attendance to lessons, lateness to school, unsavoury comments about student’s performance that could damage their ego poor method of teaching and they like to affect pupils’ academic performance.
On the other hand, according to the attachment theory (Ainsworth, 1982), the positive students and teachers relationship allowed the students to feel safe and comfortable in the learning environments. They take on academic challenges and develop social-emotional development (Elias, 2003; Schaps, 2005). It is inclusive of relationships with peers, development of self-esteem and self-concept (Hamre and Pianta, 2001). Such a secure relationship facilitates students to learn socially appropriate behaviours and academic expectations and the ways to fulfil these expectations. This relationship comprises closeness, warmth, and positivity (Hamre and Pianta, 2001; Higgins, 2011; Maggu and Kapoor, 2015). Students who do not possess positive relationships with their teachers will lag behind in achievement when compared with the former group (Murray and Malmgren, 2005).

There is a substantial research has been conducted in analysing the impact of the relationship between teachers and students on academic performance in different level of schools. Thus, little is known about the impact of relationship on secondary schools. Hence the present study attempts to find the impact of the relationship between teachers and students on academic performance of NCR region secondary schools.

METHODOLOGY
The present study seeks to investigate the relationship between students and teachers in academic performance. A large number of researchers in previously carried out the research in terms of academic performance and teachers and student’s role via using both quantitative and qualitative methods. Though, results are mostly inconclusive and reciprocal. Further, quantitative research involves estimating and examining the data which is helpful to measure the relationship between the variables. However, it needs a huge number of sample and expensive one. While qualitative research involves direct observation via interview and it is a time taking process. Both these methods are not suitable for our research. Hence, the researcher used secondary data collection methods due to various advantages. It involves low cost, time and effort and also has the option to reuse. In this method, several secondary sources include peer journals, magazines, textbooks and academic databases include EBSCO, Elsevier, PROQUEST, Emerald, Springer, and other indexed journals with the following keyword strategies such as teacher’s perception OR student’s perception OR academic performance OR secondary schools.

REVIEW OF EMPIRICAL STUDIES
In the past few years, there have been increasing concerns of few educationalists about the downward trend of standard education in schools. The academic performance of students could be determined as the display of skill and knowledge obtained by the students as reflect in scores or grade getting at the end of the examination. It is observed that the higher grade of students which rely on the performance of teachers in schools. There are numerous studies focused on academic performance concerning teachers and parent’s role in the academic achievement of students. Further, there are an only limited number of studies focused on the impact of the relationship between students and teachers on academic performance in more accurate to secondary schools in Delhi region. Though, the result of those studies is inconclusive and reciprocal.

Hence the present section reviews the previous articles with respect to identifying the impact of the relationship of both students and teachers on academic performance among the secondary level students. The perception of both teachers and students is distinct in an educational environment that leads them to make success or failure in the academic world. Hence the present study provides the good scope for future researchers. Therefore, the first section in this review describes whether the role of teachers would support the academic achievement of students in schools in general.

Role of Teachers in Academic Achievement of Students
It is broadly accepted one that teachers can build or breakability for the academic success of students. Even though, it is specifically important as one of the most pressing issues in schools today is overwhelming presence of unmotivated students in schools (Barbra Dozier, 2014). It is essential that teachers should apply their competency and leadership skills to motivate the students for their
academic achievement. The teacher’s role in schools is essential to tune up the students in academic achievement whether it is positive or negative. Teachers have in the position to apply positive reinforce via their interactions and relationships which they create with students to such a great extent teachers can impact the students to set major goals and support them towards obtaining their goals. Negative augmentation can break the student and depressed them. Hence gathering evidence on the impact of teacher student association on the academic performance of students is indispensable.

Though a lot of previous studies reviews the teacher’s roles and responsibilities mainly support their academic achievement of school students. As per Christiansen (2002), teachers do a significant role in determining the academic performance of students. Their roles include sharing knowledge and experience and preventing school failure via the method of teaching (Parsley and Corcoran, 2003). Teaching is a relentless process of teachers which makes the desirable changes among students thus led to reflect in the examination (Ayeni, 2011). Not only teaching methods to make beneficial changes in an academic environment but also teachers must be excellent in subject matter (Adunola, 2011). To sustain the appropriate subject matter in the academic field, teachers should have excellent competency and attitude to shape the bright students. Hence schools recognise the teachers based on their experience (i.e. verbal ability) (Lai, 2011; Stronge et al., 2007) and qualification (Huang and Moon, 2009; Owoeye and Yara, 2011) it would support the student’s achievement. Teachers who have a lack of subject knowledge, lack of competency and bad attitude leads to create the root cause of failure in academic achievement of students. To support this statement, as per the report of Akiri and Ugborugbo (2009), the competent teachers can develop good performing students. Teaching methods of teachers have impressed the students for providing good academic performance (Gegbe and Koroma, 2014).

Similar to this, the study of Ganyaupfu (2013) determined the effectiveness of teaching style of teachers have made an impact on the academic performance of students. The relationship of teachers with students is significantly correlated with the academic performance of schools especially increasing connectivity, communication, higher student marks and total score dimensions (Ayaz et al., 2013).

From this, it is clear that the teachers played a dual role in the competitive society to make the bright students as well as make the school obtain the competitive position. Hence the next section elaborately viewed the competency and attitude of teachers in schools for academic achievement of students.

Relationship between Students and Teachers in Academic Performance

According to Adams (2005) the existing association between students and teachers and academic performance has not been relatively clear, various researchers had previously undertaken more effort to explain the association between the teachers and students in academic performance. However, all the studies dealt with solid relationship. Adams mainly observed that teacher is primarily employed to transmit knowledge and contribute to existing knowledge. Not only knowledge, on the other hand, but leadership skills, as well as attitude, is also a compelling aspect in students’ academic achievement. For instance, the study of Klem and Connell (2004) pointed out the caring of teachers with students increase the academic values and engagement. Similarly, the study of Lee (2012) determined the relationship between perception of students about their teacher’s responsiveness (attitude) and outcomes in U.S. Their study identified that students need more close responsiveness of attitude from their teachers, thus led to higher performance.

Teacher’s competency is an important part of the academic performance of students. For example, the study of Tope (2012) examined the competency of teachers in the secondary school of Nigeria showed that students expected high competency and excellent leadership skills of teachers for their academic achievement. In line to this, Ranjini and Mohanasundaram (2012) determined that the competency of teachers and academic achievement of secondary schools teachers in Chennai, India. Their study identified the academic performance of students has relied on the competency of teachers. To prove this statement, one of the recent study of Ekereuke (2016) evidenced that the perception of students about teachers as they have a higher level of knowledge to replicate the technology development.
The relationship was significant especially at the time of good quality of teaching along with positive feelings (Knoell, 2012). This quality was fulfilled by teachers at the time of initiation of motivation with students (Nugent, 2009). The motivation of teachers to students for increasing the learning capability as well as create strong relationship between them. In addition to this, students anticipated that their teachers need to fulfil their needs and expectations, teachers who satisfy their expectations. As a result, the student has obtained academic achievement (Contreras, 2011). A distinct paper of Hyun (2010) pointed out the event of giving a positive environment and strengthening the interactions with students would increase the positive student and teacher interactions as a result of the success of students in both interpersonally and academically. Hence it is significant that teachers involve in training for increasing the association with students and feedback on competencies.

Those studies were analysed in the perception of school students rely on their academic achievement. In addition to this, some factors that impact the academic achievement of students was discussed in next section.

Factors which Impact the Academic Achievement of Students

The academic performance of students was impacted by several internal and external factors. Some factors include resource availability of schools, parental support and moral nature of teachers have attracted the students to obtain an excellent academic performance was observed by MolokoMphal and Mhlauli (2014). However, unpreparedness for examinations and low staff morale led to failure in academic achievement of students (Miller, 1981; Mouton et al., 2013). Additionally, factors which impact the academic failure of students include economic factors, peers and family situation (Steinberg et al., 1996). Individual differences, expectation, physical health and readiness as well as attitudes also a major factor for the academic performance of students (Ali et al., 2013). From the view of teachers, factors such as the use of relevant teaching aids, adequacy in professional preparation and qualification, attitude to students, kind of classroom control, instructional control and presentation, etc. (Pidgeon, 2009) would lead to giving academic success. On the other hand, gender identity (Butler, 2012), gender difference (Schulz et al., 2009) and quality of learning (Konstantopoulos, 2009; Nye et al., 2004).

From the above studies, it is summarized that teachers played a significant role in the academic performance of students. When they failed to motivate them, thus led to academic failure. Hence well-qualified and experienced teachers in secondary schools support the schools in case of reducing the student dropout as well as support the increase of economic growth of society.

FINDINGS AND DISCUSSION

On the basis of collected reviews, the following results were drawn:

- The teacher’s role in schools creates great impact on students’ academic performance. Their motivation and leadership skills led the students in higher academic achievement. The study observed that strong significant differences between students and teachers views with respect to association with each other. In line with our study, low achievement motivation led to poor academic performance (Aremu and Oluwole, 2001; Aremu and Sokan, 2003).
- Likewise, strong significant differences were observed in terms of close responsiveness (caring) of teachers with students for academic achievement. Similarly, the study of Lee (2012) determined the relationship between perception of students about their teacher’s responsiveness (attitude) and outcomes in U.S.
- There is a significant difference observed between students and teacher’s views with respect to good quality of teaching would enhance the academic achievement of students. In line with our view, the relationship was significant especially at the time of good quality of teaching with students (Knoell, 2012).

CONCLUSION

From the study findings, it is concluded that motivation of students had strongly influenced their academic performance. Further, close responsiveness of teachers is dependent on academic
performance. Additionally, it is concluded that of teacher’s communication and connectivity with students is dependent on academic performance.

**RECOMMENDATIONS**

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

1. As findings showed that teacher is satisfied with the teachers-students relationship in the schools, therefore they may provide the favourable 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 for 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. From the study, it is recommending that the motivation of teachers is more dependent on student’s achievement. Hence, administration and management might provide due consideration to the fulfillment of teachers-students relationship. These factors may be cultivated and promoted in schools.

5. The co-operative relationship of students and teachers are essential for the academic achievement of students.

6. Students and teachers need to be connectivity, availability, and communication with each other for the academic achievement of students.

**REFERENCES**


