Abstract

Education is second birth for man, which is more important than the first and original birth. Education is the most powerful and effective instrument of introducing radical changes in the behavior of man. It aims at both individual and social welfare. The purpose of this study is to identify the level of perception of student teacher relationship among the high school students in Pudukkottai District of Tamil Nadu state. The study was restricted upon 300 samples. Among them 159 are male and 141 are female. The questionnaire was developed the researcher to collect the data. Descriptive statistics, t-test, are the techniques used to analyze the data.

I. INTRODUCTION

The personality of the teacher has the most powerful and permanent influence on the child. The child may forget everything that the teacher has conveyed to him but the impression the personality of the teacher has made on him will always remain interact. The teacher is not only the student’s environment but a controller of his environment. In this role he has to select and present to the learner the experience which may lead him to the fulfillment of his needs and his obligation to the society. It is this role of the teacher as the student’s environment and as the controller of his environment that makes a teacher. A good teacher is a guide friend and philosopher. Even the Secondary
Education Commission of 1952-53 has appraised the role of teacher and his traits. “We are however convinced” writes the commission that the most important factor in contemporary education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and place that he occupies in school as well as in society. The teacher needs to understand that in many schools, especially in big cities like Los Angeles, children come from different cultures and backgrounds. A teacher then needs to understand the value of the students’ senses of belonging, which can be of greater value and build self worth for minority students. If the teacher demonstrates an understanding of the student’s culture, it will provide a better understanding between the teacher and the student. Though there are students who have a difficult time in school and according to David Thomas essay, “The Mind of Man” states, “children who are yelled at feel rejected and frightened because a teacher shouts at them” (Thomas 122). The example above demonstrates the feelings the child has towards the teacher leading to inhibiting the child from learning. The reasons for children to be yelled at vary from teacher to teacher, but shouting should not be the solution for children who find education a difficult process or simply lack of learning experiences, but sometimes teachers find yelling at the child as the only quick solution.

1.1 Role of Teacher

The role of the teacher lies in the fact that adequacy of an educational Programme is determined to a large extent by the quality of the teaching.

Teacher in the modern school system is not perhaps held with so much reverence and regard as the “Guru” of ancient India. His job has become more complicated. The present day teacher has not been able to rise up to the level of his ancient predecessors. The teacher should be an ideal not only to the school going population but to the public at large whose instinctive respect and admiration ought to vouch safe the teacher of character and repute.

1.2 Teacher’s Behaviour

Teacher Behavior comprises the qualities of a teacher, desirable or undesirable as perceived by himself, his/her peers and his/her students. Teacher behavior is the study of the Psychological and sociological characteristics of the teacher. This includes like intelligence, attitudes, values, social class, education etc.

1.3 Teacher Student Relationship

The academic relation between the teacher and the student is known as Teacher student Relationship. (The free dictionary com).Teacher Student Relationship is a positive activity of “building a coalition among the multiple, shifting, interesting and sometimes contradicting groups, for the all round development of the individual” (Nicolas Burbules).According to Burbules N and Rice (1991) for a good student teacher relationship the following has to be kept in mind (i) co-exist non-violently and (ii) interact in a way that enriches and invigorates each other’s life.
II. NEED FOR THE STUDY
In spite of rapid expansion in education, it is still denied to a large section of the people. Moreover, in a country which is on the path of all round development and growth, it is necessary that its resources are utilized to the fullest extent. Apart from human cost of failure and under achievement, a considerable number of students do not enjoy the fruits of education. In view of the foregoing situation it is necessary to probe into the cause of failure and poor achievement. As Gowan (1960) observes, that the problem appears more complex than before and contradictory findings have muddled. This has provided the researcher, impulse for taking up the present study which aims at analyzing systematically and scientifically some of the social factors in relation to academic achievement. Thus the present study is expected to provide relevant inputs to heads of institution, teachers, teacher – educators, educationists and counselor. The wastage in the field of education could be avoided and school programmes can be better oriented if teacher student relations are maintained. The study can through light on some factors that accelerate, aid Academic Achievement including the class room environment.

III. OBJECTIVES OF THE STUDY
To achieve the purpose of this study, the following objectives were set out:

- To find out the level of perception of student teacher relationship and academic achievement among the high school students.
- To find out are there any significant differences in student teacher relationship and academic achievement among the comparable subgroups of students.
- To find the relationship between student teacher relationship and academic achievement among the high school students.

IV. HYPOTHESES OF THE STUDY
i.) The level of perception of Teacher student Relationship of the high school students is high.
ii.) The level of Academic Achievement of high school students is high.
iii.) There is no significant difference in Teacher Student Relationship of high school students based on gender.
iv.) There is no significant difference in Academic Achievement of high school students based on gender.
v.) There is no significant difference in Teacher Student Relationship of high school students based on Type of Management.
vi.) There is no significant difference in Academic Achievement of high school students based on types of management.
vii.) There is no correlation between student teacher relationship and academic achievement in high school students of Pudukkottai District.
V. SAMPLE, TOOLS AND TECHNIQUE OF THE STUDY

The present study consists of 300 IXth standard students studying in pudukkottai district. The sample was selected by simple random sampling technique.

To test the formulated hypotheses the following tools were constructed.

1. Student teacher relationship inventory.
2. Academic achievement (students marks in their quarterly examination)

VI. CONSTRUCTION OF STUDENT TEACHER RELATIONSHIP INVENTORY

Teaching and learning in classroom is complex, multiple determined phenomena. It is generally assumed that teacher through their teaching, influence and learning of students. It is also true that students influence that way in which they taught. In a class teacher may act or react on the basis of means and reasoning or rounded rationality i.e. teacher adopt their method of teaching (the meaning) to achieve their goals with the cooperation of the students. Student’s co-operation can be directed in a proper way provided these happen to be a good relationship between the teacher and the students. It was decided to adopt the tool developed and standardized by the investigator.

The scale was developed by the selecting items based on the objectivity and applicability of the item. The tool consists of 40 Positive statements.

Teacher and student relationship scale is a five point scale of 40 statements. Each statement has five options which are strongly agreed, agree undecided, disagree, and strongly disagree. Out of which one has to be selected. The statements were arranged in the order of one’s inclination towards relationship with teacher.

The researcher prepared a list of items related to the student teacher relationship and their academic achievement and had discussion about the items with the guide and other faculty members of the college. Based on the discussion the list of items was finalized. So, the 40 statements were constructed as in the form of 5 point scale having five alternative responses like strongly agree, agree, undecided, disagree, strongly disagree.

VII. ANALYSIS OF DATA

Hypothesis I: The level of Teacher student Relationship of the high school Students is high.

Table 1: Classification according to the level of teacher student relationship

<table>
<thead>
<tr>
<th>Variable</th>
<th>Classification</th>
<th>Scores</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Student Relationship</td>
<td>Low</td>
<td>Below – 111</td>
<td>02</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>Between 111-125</td>
<td>12</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>125 above</td>
<td>286</td>
<td>95.33</td>
</tr>
</tbody>
</table>

Inference: From the above table it is clear that Teacher student Relationship of high school students is high. Hence the hypothesis is accepted.

Hypothesis II: The level of Academic Achievement of high school students is high.

Table 2: Classification according to the level of academic achievement
From the above table it is clear that more number of students fall in the category of high. Hence the hypothesis is accepted.

Hypothesis – III: There is no significant difference in Teacher Student Relationship of high school students based on gender.

Table 3: Table showing the critical ratio of the difference in teacher student relationship of boys and girls

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship</td>
<td>Boys</td>
<td>158</td>
<td>154.96</td>
<td>17.06</td>
<td>7.338</td>
<td>S.</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>142</td>
<td>169.43</td>
<td>16.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inference: From the above table it is clear that the calculated value (7.338) is greater than the table value (1.96) at 0.05 level of significance. So, hypothesis is rejected. Hence, there is a significant difference in Teacher students Relationship, based on gender. That means Teacher girls student relationship is better than teacher boys student relationship. There is no significant difference in Academic Achievement of high school students based on gender.

Hypothesis – IV: There is no significant difference in Academic Achievement of high school students based on gender.

Table 4: Table showing the critical ratio of the difference in academic achievement of boys and girls

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>159</td>
<td>340.67</td>
<td>62.82</td>
<td>0.405</td>
<td>N.S.</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>141</td>
<td>337.79</td>
<td>59.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Inference: From the above table it is clear that the calculated critical ratio (0.405) is lower than the table value (1.96) at 0.05 level of significance. So null hypothesis is accepted. Therefore academic achievement of boys and girls are same.

Hypothesis – V: There is no significant difference in Teacher Student Relationship of high school students based on types of management.

Table 5.1: One way ANOVA showing the difference in the mean scores of the type of management with respect to teacher student relationship

<table>
<thead>
<tr>
<th>Variable</th>
<th>Source</th>
<th>D.F</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>‘F’ value</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Student Relationship</td>
<td>Between group</td>
<td>2</td>
<td>10246.5996</td>
<td>5123.2998</td>
<td>16.678</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Within group</td>
<td>297</td>
<td>91235.3964</td>
<td>307.1899</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>299</td>
<td>101481.9960</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inference: From the above table, it is clear that the calculated value of ‘F’ (16.678) is greater than the table value (3.026) and significant at 0.05 level. So further analysis have been made.

Table 5.2: Table showing the critical ratio of the difference in teacher student relationship of government aided and matriculation high schools

<table>
<thead>
<tr>
<th>Variable</th>
<th>Types of Management</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Student Relationship</td>
<td>Government</td>
<td>100</td>
<td>164.48</td>
<td>14.16</td>
<td>0.8516</td>
<td>N.S.</td>
</tr>
<tr>
<td></td>
<td>Govt. Aided</td>
<td>104</td>
<td>166.78</td>
<td>23.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Government Matriculation</td>
<td>100</td>
<td>164.48</td>
<td>14.16</td>
<td>5.8042</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>163.29</td>
<td>12.76</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Govt. Aided Matriculation</td>
<td>104</td>
<td>166.79</td>
<td>23.30</td>
<td>5.0234</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>153.29</td>
<td>12.76</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inference: From the above table, it is clear that (i) the calculated t value (0.8516) is less than the table value (1.96) in Government and Government Aided Schools at 0.05 level. Therefore the perception of student teacher relationship do not differ in Government And Government Aided School; (ii) the calculated t value (5.8042) is greater than the table value (1.96) in government and matriculation schools at 0.05 level. Therefore student teacher relationship in Government is better than student teacher relationship in Government Aided and Matriculation.
Matriculation School; (iii) the calculated t value (5.0234) is greater than the table value (1.96) in Government and Matriculation Schools at 0.01 level. Therefore student teacher relationship in Government Aided Schools is better than student teacher relationship in matriculation school. Hence teacher student relationship in Government and Government Aided Schools both are better than teacher student relationship in Matriculation School. From above interpretation indicates no matriculation teachers are keeping academic oriented relationship rather than emotional relationship on students.

Hypothesis – VI: There is no significant difference in Academic Achievement of high school students based on types of management.

Table 6: One way anova showing the difference in the mean scores of types of management with respect to academic achievement

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scores</th>
<th>D.F</th>
<th>Sum of squares</th>
<th>Mean squares</th>
<th>‘F’ ratio</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Achievement</td>
<td>Between group</td>
<td>2</td>
<td>1298.7664</td>
<td>649.3832</td>
<td>0.1713</td>
<td>N.S</td>
</tr>
<tr>
<td></td>
<td>Within group</td>
<td>297</td>
<td>1126026.5000</td>
<td>3791.3350</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>299</td>
<td>1127325.26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inference: From the above table, it is clear that the calculated value of ‘F’ (16.425) is less than the table value (3.026) and significant at 0.05 level. So the hypothesis is accepted.

Hypothesis-VII: There is no correlation between student teacher relationship and academic achievement in high school students of Pudukkottai District.

Table 7: Academic achievement

<table>
<thead>
<tr>
<th>Student teacher relationship</th>
<th>Academic achievement(r)</th>
<th>N</th>
<th>t_r</th>
<th>L.S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.23615</td>
<td>300</td>
<td>72.42101</td>
<td>S</td>
</tr>
</tbody>
</table>

From the above table, it is clear that the calculated value of ‘t’ (72.42101) is greater than the table value (1.96) and significant at 0.05 level. So the hypothesis is rejected. Therefore correlation between student teacher relationship and academic achievement of high school students in Pudukkottai District is low. Student teacher relationships slightly influenced on students’ academic achievement in high schools of Pudukkottai District.

VIII. FINDINGS

- The teacher student relationship of high school students is high.
- More number of students fall in the category are highly based on marks.
- Teacher girls’ student relationship is better than teacher boys’ student relationship.
- Academic achievement of boys and girls in high school are same.
- Matriculation teachers are keeping academic oriented relationship rather than emotional relationship on students.
- Academic achievement of Government, Government Aided and Matriculation Schools are same.
Therefore student teacher relationship is slightly influenced on students’ academic achievement in high school of Pudukkottai District.

IX. CONCLUSION
The Student Teacher relationship and academic achievement of high school students is high in Pudukkottai district and an academic achievement of boys and girls are also same. The matriculation schools are more concentrate on academic activity rather than human relationship. Therefore the students will become more selfish rather than social relationship. It is hindrance to our national development. Student teacher amicable relationship is very important for enhancing students’ academic achievement and students will become best citizen through amiable student teacher relationship.

X. REFERENCES

TO CITE THIS PAPER